

# English Discipline



Khulna University



Khulna University



**BA (Hon's) in English**



**English Discipline  
Khulna University**



#### **Welcome Message of the Discipline Head**

Welcome to English Discipline, Khulna University! As Head of the Discipline, I see our mission as providing the best education in the understanding of language, literature and literacy, in the value of critical reading and effective writing, in the knowing and applying of ethics and logic, and in the mode of critical thinking at exemplary levels. I appreciate your interest in our Discipline and programs and would encourage you to stay in touch with us if you have any questions or suggestions.

Best wishes,

Professor Dr. Sabiha Huq  
Head  
English Discipline

### **Fact and History of the Discipline**

Apart from generating knowledge in specific fields, Khulna University emphasizes the development of generic skills and humanism. In order for a citizen of Bangladesh – an independent country endowed with her quintessential features – to aspire to emerge in the international arena, with all her/his Bengali characteristics, there is hardly an alternative to learning the lingua franca of the global society. To meet this objective, English Discipline was launched as the first academic department under Arts and Humanities School in 1999.

English Discipline presently offers three academic programs, the first two of which are regular and the third is a paid program: 4-year undergraduate program for the degree of Bachelor of Arts (BA Honors) in English, 1-year graduate program for the degree of Master of Arts (MA), and 1-year graduate program for the degree of Master of Arts in English Language (MAL). Since the Discipline's inception, fourteen batches have successfully completed their undergraduate program.

The Discipline is proud to offer some of the latest fields of knowledge in theory, language and literature. Courses on theory, linguistics, English Language Teaching (ELT), performance and translation studies are few of the noteworthy mentions.

English Discipline has made its mark in such diverse areas as culture and sports. Besides showing excellence in games like cricket, football, and handball, its students regularly win competitions in debate, quiz, music, and recitation. English Discipline bagged 16 out of 42 medals in National Education Week Competition 2002. It also became runner-up in Nerob-Nayayik Inter-discipline Debate Competition 2001 and stood the same in Inter-discipline Quiz Competition 2002. In the recent years, it won the champion's trophy of Inter-discipline Handball Tournament 2014 and 2017 (in male category). These activities and achievements, bearing out the commitment and efforts of the students and teachers of the Discipline in both curricular and extra-curricular activities, encourage the future builders and leaders of the new millennium Bangladesh.



### Teachers of the Discipline

Name	Designation and education
Md. Emdadul Huq*	Professor, BA (Hon's) and MA in English (RU), PhD (IU)
Ahmed Ahsanuzzaman	Professor, BA (Hon's) and MA in English (DU), MPhil (Oslo), PhD (Oslo)
Sabiha Huq Discipline Head	Professor, BA (Hon's) and MA in English (DU), MPhil (Oslo), PhD (Oslo)
G. M. Javed Arif*	Associate Professor, BA (Hon's) and MA in English (RU)
A. R. M. Mostafizar Rahman*	Associate Professor, BA (Hon's) in English and MA in ELT (AMU), MA in Applied Linguistics (UPM)
Md. Samyul Haque	Associate Professor, BA (Hon's) in English (AMU), MA in English (DU)
Md. Sarwar Jahan	Associate Professor, BA (Hon's) and MA in English (AMU), MPhil (Oslo)
Sk Abdullah-al-Mamun	Associate Professor, BA (Hon's) and MA in English (AMU), MA in ELT (AU)
Md. Shahjahan Kabir	Associate Professor, BA (Hon's) and MA in English (IU), PhD (IU)
Shayla Sharmin Snigdha	Associate Professor, BA (Hon's) and MA in English (NU), PhD (RU)
Abdur Rahman Shahin	Associate Professor, BA (Hon's) and MA in English (IU)
Md. Nuruzzaman	Associate Professor, BA (Hon's) and MA in English (KU)
Rumana Rahman	Assistant Professor, BA (Hon's) and MA in English (KU)
Molla Azizur Rahman	Assistant Professor, BA (Hon's) and MA in English (KU)
Md. Firoz Mahmud Ahsan*	Assistant Professor, BA (Hon's) and MA in English (KU)
U. H. Ruhina Jesmin*	Assistant Professor, BA (Hon's) and MA in English (KU)
A. B. M. Monirul Huq	Assistant Professor, BA (Hon's) and MA in English (KU)
Nahid Afroz	Assistant Professor, BA (Hon's) and MA in English (KU)
Hamalna Nizam	Lecturer, BA (Hon's) and MA in English (KU)

\* On leave

## Curriculum for BA (Hon's) in English



**English Discipline  
Khulna University**



1. **Program name:** BA (Hon's) in English
2. **Vision:** BA (Hon's) in English offered by English Discipline aspires to be a leading English Language and Literature studies program.
3. **Mission:** The program helps students build the knowledge of language and literary studies. The program produces critical, creative and competent graduates who implement and develop the study of language, literature and culture. The faculty is committed to an interdisciplinary approach to knowledge, evident in their involvement in courses such as Performance Studies, Sociology, History, Computer Science, Philosophy, Literary and Cultural Studies, etc.
4. **Program objectives:** The program is designed to
  - communicate knowledge of literary history, forms, theory, and a wide variety of texts in English,
  - provide students with sophisticated writing and critical thinking skills useful not only in the academy but also in the world at large,
  - offer opportunities to explore identity, values, manners, and morals.
5. **Learning outcomes:** Students will be able to
  - define, determine, discuss and evaluate literary genres, forms, devices, etc., as well as compare different literary forms,
  - acquire professional skills in the English language to meet the challenges of globalization,
  - organize secondary sources of information and exercise independent thinking,
  - engage in activities to be informed of the latest developments in English,
  - enhance their own knowledge, understanding and research skills,
  - take initiative and personal responsibility,
  - synthesize facts and thoughts and articulate new information,
  - produce creative pieces,
  - excel in performance.
6. **Course structure:**

Program duration: 04 Years  
 Number of terms: 08  
 Term duration: 13 Weeks  
 Total number of credit hours available: 155  
 Minimum credit hours to be earned: 132
- 6.1 Summary of the total available credits (core and optional) from different areas of study  
 Distributions of credits in different areas of study

Areas of study	Theory		Sessional/ Field Work		Total (Core/Optional)		Total
	Core	Optional	Core	Optional	Core	Optional	
Literature	75	06	10	00	85	06	91
Language and grammar	15	03	06	00	21	03	24
ELT	03	00	01	00	04	00	04



History	00	03	00	00	00	03	03
Sociology	00	03	00	00	00	03	03
Philosophy	00	03	00	00	00	03	03
Political Science	00	03	00	00	00	03	03
Psychology	00	03	00	00	00	03	03
Education	00	03	00	00	00	03	03
Professional English	00	00	1.5	00	1.5	00	1.5
Computer Science	00	00	1.5	00	1.5	00	1.5
Translation Studies	03	00	00	00	03	00	03
Media Studies	00	03	00	00	00	03	03
Performance Studies	00	03	00	00	00	03	03
Research	06	00	00	00	06	00	06
<b>Total</b>							<b>155</b>

#### Year-wise distribution of credits

Year	Term	Theory		Sessional/Field Work		Total
		Core	Optional	Core	Optional	
First	First	11	00	4.5	00	15.5
	Second	14	00	03	00	17
Second	First	09	09	1.5	00	19.5
	Second	13	03	03	00	19
Third	First	13	09	1.5	00	23.5
	Second	13	09	1.5	00	23.5
Fourth	First	13	03	03	00	19
	Second	13	00	2	00	18
<b>Total</b>						<b>155</b>

#### 6.2 Course outline: Term-wise course outline for the entire program

##### FIRST YEAR: FIRST TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 1101	Introduction to Poetry	Core	Theory	04	04
Eng 1103	History of English Literature	Core	Theory	03	03
Eng 1105	Introduction to Prose – Fiction	Core	Theory	04	04
Eng 1110	Sessional on English Grammar	Core	Sessional	03	1.5
Eng 1112	Sessional on Listening and Speaking	Core	Sessional	03	1.5
CSE 1156	Sessional on Computer Skills Development	Core	Sessional	03	1.5
<b>Theory : 11</b>	<b>Sessional : 4.5</b>	<b>Total</b>		<b>20</b>	<b>15.5</b>
<b>Core : 15.5</b>	<b>Optional : Nil</b>				

##### FIRST YEAR: SECOND TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 1201	Introduction to Prose – Non-Fiction	Core	Theory	04	04
Eng 1203	Introduction to Drama	Core	Theory	04	04
Eng 1205	Reading and Writing	Core	Theory	03	03
Eng 1207	History of American Literature	Core	Theory	03	03
Eng 1210	Sessional on Drama	Core	Sessional	03	1.5
Eng 1212	Sessional on Reading and Writing	Core	Sessional	03	1.5
<b>Theory : 14</b>	<b>Sessional : 03</b>	<b>Total</b>		<b>20</b>	<b>17</b>
<b>Core : 17</b>	<b>Optional : Nil</b>				

##### SECOND YEAR: FIRST TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 2101	History of English Language	Core	Theory	03	03
Eng 2103	Poetry from Chaucer to Milton	Core	Theory	03	03
Eng 2105	Literary Criticism	Core	Theory	03	03
Eng 2107	Performance Studies	Optional	Theory	03	03
HSS 2151	Emergence of Bangladesh	Optional	Theory	03	03
HSS 2153	Political Science	Optional	Theory	03	03
Eng 2110	Sessional on Stylistics	Core	Sessional	03	1.5
<b>Theory : 18</b>	<b>Sessional : 1.5</b>	<b>Total</b>		<b>21</b>	<b>19.5</b>
<b>Core : 10.5</b>	<b>Optional : 09</b>				

##### SECOND YEAR: SECOND TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 2201	English Drama from Elizabethan to Restoration Period	Core	Theory	04	04
Eng 2203	Language through Literature	Core	Theory	02	02
Eng 2205	English Novel from Defoe to Hardy	Core	Theory	04	04
Eng 2207	Classics in Translation	Core	Theory	03	03
Soc 2251	Sociology	Optional	Theory	03	03
Eng 2210	Sessional on Language through Literature	Core	Sessional	03	1.5
Eng 2212	Sessional on Novel from Defoe to Hardy	Core	Sessional	03	1.5
<b>Theory : 16</b>	<b>Sessional : 03</b>	<b>Total</b>		<b>22</b>	<b>19</b>
<b>Core : 16</b>	<b>Optional : 03</b>				



### THIRD YEAR: FIRST TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 3101	Romantic Poetry	Core	Theory	03	03
Eng 3103	Literary Theory I	Core	Theory	03	03
Eng 3105	Linguistics I	Core	Theory	04	04
Eng 3107	Victorian Poetry	Core	Theory	03	03
Ban 3151	Bangla Literature	Optional	Theory	03	03
HSS 3153	Education and Development	Optional	Theory	03	03
HSS 3155	Psychology	Optional	Theory	03	03
Eng 3110	Sessional on Romantic and Victorian Poetry	Core	Sessional	03	1.5
<b>Theory : 20    Sessional : 1.5</b>			<b>Total</b>	<b>25</b>	<b>23.5</b>
<b>Core : 14.5    Optional : 09</b>					

### THIRD YEAR: SECOND TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 3201	American Poetry	Core	Theory	03	03
Eng 3203	Literary Theory II	Core	Theory	03	03
Eng 3205	Linguistics II	Core	Theory	03	03
Eng 3207	Shakespearean Drama	Core	Theory	04	04
Eng 3209	English and the Media	Optional	Theory	03	03
Ban 3251	Bangla Linguistics	Optional	Theory	03	03
HSS 3253	Philosophy	Optional	Theory	03	03
Eng 3210	Sessional on Shakespearean Drama	Core	Sessional	03	1.5
<b>Theory : 22    Sessional : 1.5</b>			<b>Total</b>	<b>25</b>	<b>23.5</b>
<b>Core : 14.5    Optional : 09</b>					

### FOURTH YEAR: FIRST TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 4101	Twentieth-Century English Fiction	Core	Theory	04	04
Eng 4103	American Drama	Core	Theory	03	03
Eng 4105	Research Methodology	Core	Theory	03	03
Eng 4107	Contemporary Literatures from the Former Colonies	Optional	Theory	03	03
Eng 4110	Sessional on American Drama	Core	Sessional	03	1.5
Eng 4112	Sessional on English for Employability	Core	Sessional	03	1.5
Eng 4114	Project	Core			03
<b>Theory : 13    Sessional : 03    Project: 03</b>			<b>Total</b>	<b>19</b>	<b>19</b>
<b>Core : 16    Optional : 03</b>					

### FOURTH YEAR: SECOND TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 4201	Twentieth-Century English Poetry and Drama	Core	Theory	04	04
Eng 4203	English Language Teaching	Core	Theory	03	03
Eng 4205	American Fiction	Core	Theory	03	03
Eng 4207	Translation Studies	Core	Theory	03	03
Eng 4209	Continental Literature	Core	Theory	03	03
Eng 4210	Sessional on English Language Teaching	Core	Sessional	02	01
Eng 4212	Sessional on Twentieth-Century English Poetry and Drama	Core	Sessional	02	01
<b>Theory : 16    Sessional : 02</b>			<b>Total</b>	<b>20</b>	<b>18</b>
<b>Core : 18    Optional : Nil</b>					



6.3 Course profile: A detail of the courses of the entire program is given below:

Eng 1101: Introduction to Poetry	Credit Hour: 04	Year: First	Term: First
<b>Rationale:</b> As a key element of English literature, poetry is introduced in this course. Students will learn about poems by major poets and will explore the mechanics of poetry.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• appreciate and analyze poetry,</li> <li>• identify different subgenres of poetry,</li> <li>• understand poetic forms, figurative language, and rhetorics in poetry.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. William Shakespeare: Sonnet 130: "My mistress' eyes are nothing like the sun"; Sonnet 18; "Shall I compare thee to a Summer's day" 2. John Donne: "The Canonization" 3. William Blake: "The Sick Rose" 4. Christina Rossetti: "An Apple-Gathering" 5. Robert Herrick: "To Daffodils" 6. Robert Browning: "The Patriot"		
<ul style="list-style-type: none"> <li>• record information about different historical, literary and aesthetic movements,</li> <li>• characterize the subgenres of poetry,</li> <li>• define different types of poetry,</li> <li>• recite poetry,</li> <li>• interpret and explain poetry.</li> </ul>	<b>Section – B</b> 1. W. B. Yeats: "The Lake Isle of Innisfree" 2. Robert Frost: "Stopping by Woods on a Snowy Evening" 3. Ezra Pound: "The River-Merchant's Wife: A Letter" 4. Adrienne Rich: "Aunt Jennifer's Tiger" 5. Seamus Heaney: "Digging" 6. Kaiser Haq: "Ode on the Lungi"		

Eng 1103: History of English Literature	Credit Hour: 03	Year: First	Term: First
<b>Rationale:</b> This course provides an understanding of the sociopolitical and cultural events in different periods of English history, which serves as a foundation for the study of English.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• know about important sociopolitical and cultural events that influenced English literature,</li> <li>• study the literary movements and the contributions of key authors,</li> <li>• get introduced to the changing times and philosophies.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. Early English Literature 2. Middle English Literature 3. Renaissance and Elizabethan Literature 4. Restoration Literature		
<ul style="list-style-type: none"> <li>• evaluate the role of religion and culture of England,</li> <li>• document the power dynamics in the history of English literature,</li> </ul>			

<ul style="list-style-type: none"> <li>• trace the influence of the continental politics that influenced the development of English literature,</li> <li>• analyze the significance of major sociopolitical events in English history.</li> </ul>	<b>Section – B</b> 1. Literature of the Romantic Revival 2. Victorian Literature 3. Modern Literature 4. Postmodern Literature
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Eng 1105: Introduction to Prose – Fiction	Credit Hour : 04	Year: First	Term: First
<b>Rationale:</b> As one of the key elements of English literature, prose fiction is introduced in this course. Students will learn about fictions by major authors and will explore the mechanics of prose.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• observe the historical evolution of English prose across cultures,</li> <li>• get acquainted with diverse themes and subject matters of prose fiction,</li> <li>• acquire knowledge on the origin, growth and transformations of fiction,</li> <li>• understand the mechanics of prose fiction.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. Jonathan Swift: <i>Gulliver's Travels</i> (Part I) 2. Joseph Addison and Richard Steele: <i>The Coverley Papers</i> ("Sir Roger at the Church") 3. Charles Lamb: <i>Essays of Elia</i> ("Old China") 4. Edgar Allan Poe: "The Tell-Tale Heart" 5. Katherine Mansfield: "Her First Ball"		
<ul style="list-style-type: none"> <li>• categorize fable, satire, fiction, science fiction, etc.,</li> <li>• analyze and explain the point of view, mood, tone, settings and characterization,</li> <li>• identify colonial bias and its aftermath on both the colonized and the colonizer,</li> <li>• locate human follies and social behaviour,</li> <li>• explain the extremity of imperial situation and humans' reaction to it,</li> <li>• apply literary terms widely used in fictional works.</li> </ul>	<b>Section – B</b> 1. Rudyard Kipling: "The Strange Ride of Morrowbie Jukes" 2. H. G. Wells: "The Empire of the Ants" 3. George Orwell: "Shooting an Elephant" 4. W. Somerset Maugham: "The Luncheon" 5. R. K. Narayan: "An Astrologer's Day"		

Eng 1110: Sessional on English Grammar	Credit Hour: 1.5	Year: First	Term: First
<b>Rationale:</b> This course has been designed to refresh students' knowledge of the English grammar crucial for writing and speaking in English correctly.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• enhance their grammatical competence,</li> <li>• develop their analytic competence in using the tools of grammar,</li> <li>• improve their abilities in syntax, semantics, pragmatics, etc.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		



After studying the course students will be able to	1. Word formation and its transformation
• trace the strategies of developing vocabulary,	2. How to use a dictionary
• use phrases,	3. Article, number and gender
• use punctuation marks appropriately,	4. Parts of speech
• make successful oral communication,	5. Phrase, clause and sentence
• write effective sentences.	6. Tense
	7. Framing W/h questions
	8. Voice and speech change
	9. Modals, notions and functions
	10. Translation
	11. Punctuation

<b>Eng 1112 : Sessional on Listening and Speaking</b>	<b>Credit Hour: 1.5</b>	<b>Year: First</b>	<b>Term: First</b>
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**Rationale:** The course widens scope for improving two important skills listening and speaking, necessary for effective communication.

**Course Objectives:** This course is designed to help students

- learn the mechanics of listening and speaking,
- develop their listening and speaking skills,
- use English in real life situations.

Intended Learning Outcomes (ILOs)	Course Content
After studying the course students will be able to	1. Listening for meaning; listening for communication; relationship between listening and speaking; barriers to and difficulties in listening; good and bad listening habits
• apply different strategies to develop listening and speaking skills,	2. Kinds of listening; benefits of listening; active and passive listening; sub-skills of listening; listening strategies; listening practice in classroom
• follow dictation, news, recitation and speech,	3. Importance of speaking skill; characteristics of spoken language; public speaking; speaking situations; micro skills of speaking; difficulties in speaking; speaking practice
• communicate with peers,	
• engage in conversation, monologue, role-play and debate.	

<b>CSE 1156 : Sessional on Computer Skills Development</b>	<b>Credit Hour: 1.5</b>	<b>Year: First</b>	<b>Term: First</b>
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**Rationale:** This course is designed to help students get introduced to the basic applications of a computer indispensable for them to become competent graduates.

**Course Objectives:** This course is designed to help students

- acquire preliminary knowledge on MS Office.

Intended Learning Outcomes (ILOs)	Course Content
After studying the course students will be able to	MS Office (MS Word, MS Excel, MS PowerPoint)
• generate assignments in MS Word,	
• make MS Excel sheets,	
• prepare Power Point presentations.	

<b>Eng 1201: Introduction to Prose – Non-Fiction</b>	<b>Credit Hour: 04</b>	<b>Year: First</b>	<b>Term: Second</b>
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**Rationale:** As one of the key elements of English literature, non-fiction is introduced in this course. Students will learn about non-fictions by major authors and will explore the mechanics of prose.

**Course Objectives:** This course is designed to help students

- observe the historical evolution of English non-fictional prose across cultures,
- get acquainted with diverse themes and subject matters of non-fiction,
- acquire knowledge on the origin, growth and transformations of non-fiction,
- understand the mechanics of non-fiction.

Intended Learning Outcomes (ILOs)	Course Content
After studying the course students will be able to	<b>Section – A</b>
• categorize different types of non-fiction,	1. Francis Bacon : “Of Marriage and Single life”, “Of Studies”
• trace the evolution of non-fiction,	2. Samuel Johnson : <i>Lives of the Poet</i> (“Milton”)
• chart social behaviour,	3. James Baldwin : “Stranger in the Village”
• relate sociopolitical and background to the text,	4. E. M. Forster : “What I Believe”
• explain perspectives,	<b>Section – B</b>
	1. J. S. Mill: <i>Autobiography</i> (Chapter 5)
	2. Aldous Huxley: “Tragedy and the Whole Truth”
	3. Matthew Arnold: “Culture and Anarchy” (as in <i>Norton Anthology</i> )
	4. Virginia Woolf: “Modern Fiction”

<b>Eng 1203: Introduction to Drama</b>	<b>Credit Hour: 04</b>	<b>Year: First</b>	<b>Term: Second</b>
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**Rationale:** As one of the important components of literature, drama is introduced in this course for the drama is life in action.

**Course objectives:** This course is designed to help students

- provide an overview of the major themes and concerns of select playwrights from the ancient Greek period to the early twenty-first century,
- develop their understanding of the drama as a form of creative expression,
- expand students’ knowledge of the literary techniques of drama and the critical approaches that clarifies its nature and meaning,
- foster the ability to write effective and thoughtful responses to drama as a literary genre, demonstrating understanding, critical analysis, and appreciation of the works studied.

Intended Learning Outcomes (ILOs)	Course Content
After studying the course students will be able to	<b>Section – A</b>
• recognize drama and its major themes and traditions,	1. Sophocles: <i>King Oedipus</i>
• define dramatic terms and techniques,	2. Aristotle: <i>Poetics</i> (selections)
• identify and discuss legend and mythology in dramatic works,	<b>Section – B</b>
• trace the development of drama from the ancient Greeks to the early twentieth century,	1. Oliver Goldsmith: <i>She Stoops to Conquer</i>
• employ various critical approaches to understanding drama,	2. J. M. Synge: <i>Riders to the Sea</i>
• analyze structure, characters and dialogue,	
• evaluate the historical and sociopolitical context of a play.	



Eng 1205 : Reading and Writing	Credit Hour: 03	Year: First	Term: Second
<b>Rationale:</b> The course is designed to familiarize students with the two other major skills of language, reading and writing, for effective communication in English.			
<b>Course objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>observe and adopt the techniques of reading and writing,</li> <li>know about the mechanics of reading and writing materials,</li> <li>develop reading and writing skills.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> Reading <ol style="list-style-type: none"> <li>Perspectives on reading comprehension; elements of reading: vocabulary, syntax and meaning</li> <li>Reading strategies: intensive and extensive reading; scanning and skimming; prediction and inference; reader's expectation and interpretation; contextual understanding and understanding the whole text; critical reading and analysis; effective note-taking</li> <li>Reading tasks: reading academic texts; reading newspaper and magazines</li> </ol>		
<ul style="list-style-type: none"> <li>enrich vocabulary and frame sentences,</li> <li>trace the major strategies of reading and writing,</li> <li>differentiate between reading academic texts and reading newspapers and magazines,</li> <li>identify elements and features of academic reading and writing,</li> <li>formulate drafting, revising ideas, critiquing, and evaluating texts,</li> <li>develop ideas in paragraphs and essays.</li> </ul>	<b>Section – B</b> Writing <ol style="list-style-type: none"> <li>Understanding academic writing: features of academic writing; elements of academic writing; approaches to writing: product and process; generating ideas for a writing task; logically synthesizing and organizing diverse information; developing focus in academic writing; drafting and supporting ideas with evidence; integrating data and graphics in texts; maintaining academic style; revising, critiquing and evaluating texts</li> <li>Modes of writing: descriptive writing, argumentative writing, narrative writing, and comparative and contrastive writing</li> <li>Writing tasks: paragraph, essay, summary, précis, abstract, letter of application, assignments, examination paper writing, and writing and designing presentation slides</li> </ol>		

Eng 1207: History of American Literature	Credit Hour: 03	Year: First	Term: Second
<b>Rationale:</b> This course provides an understanding of the sociopolitical and cultural events in different periods of American history, which serves as a foundation for the study of American literature.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>know about important sociopolitical and cultural events that influenced American literature,</li> <li>study the literary movements and the contributions of key authors,</li> <li>get introduced to the changing times and philosophies.</li> </ul>			

Intended Learning Outcomes (ILOs)	Course Content
After studying the course students will be able to	<b>Section – A</b> <ol style="list-style-type: none"> <li>Colonial Period</li> <li>The Revolutionary Age</li> <li>The American Independence</li> <li>The American Renaissance</li> </ol> <b>Section – B</b> <ol style="list-style-type: none"> <li>The Realistic Period</li> <li>The Naturalistic Movement</li> <li>The Great Economic Depression</li> <li>The Jazz Age and the Lost Generation</li> </ol>
<ul style="list-style-type: none"> <li>identify the factors behind the growth of American-ness in English literature,</li> <li>trace the role of economy in shaping the twentieth-century American literature,</li> <li>differentiate between realism and naturalism in American narratives and their relation to contemporary social changes,</li> <li>explore the issues of race, slavery and spirituality,</li> <li>recognize different religious and intellectual movements that influenced writers of the selected periods,</li> <li>explain the development of African-American literature as a powerful offshoot of American literature.</li> </ul>	

Eng 1210: Sessional on Drama	Credit Hour: 1.5	Year: First	Term: Second
<b>Rationale:</b> This course provides an opportunity for applying the theoretical knowledge of drama for a better understanding of the genre.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>analyze drama as performance,</li> <li>study the themes and styles reflected in <i>She Stoops to Conquer</i> and <i>Riders to the Sea</i>,</li> <li>manipulate the elements of drama as they apply to Goldsmith and Synge,</li> <li>adapt, translate, create, develop plays, and perform from the selected plays.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<ol style="list-style-type: none"> <li><i>She Stoops to Conquer</i></li> <li><i>Riders to the Sea</i></li> </ol>		
<ul style="list-style-type: none"> <li>manage and manipulate theatrical elements and elements of production (set, sound, lights, costumes, etc.) using them perceptively and creatively,</li> <li>identify the collaborative nature of drama and theatre and demonstrate the self-discipline needed in the process of collaboration,</li> <li>recognize the dynamics of actor-audience relationship,</li> <li>demonstrate directorial and acting skills to communicate meaning through dramatic action,</li> <li>translate and adapt plays,</li> <li>create performance text.</li> </ul>			



<b>Eng 1212: Sessional on Reading and Writing</b>	<b>Credit Hour: 1.5</b>	<b>Year: First</b>	<b>Term: Second</b>
<b>Rationale:</b> The course widens scope for improving two important skills, reading and writing, necessary for effective communication.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• learn about reading and writing skills and their uses in everyday life,</li> <li>• know about the micro skills of reading and writing,</li> <li>• develop their critical approaches to reading and writing.</li> </ul>			
Intended Learning Outcomes (ILOs)		Course Content	
After studying the course students will be able to <ul style="list-style-type: none"> <li>• demonstrate techniques of reading and writing,</li> <li>• obtain and disseminate information,</li> <li>• differentiate between academic and non-academic writing,</li> <li>• develop compositions,</li> <li>• explain documentation and exercise MLA and APA styles,</li> <li>• practice ethics of writing.</li> </ul>		<u><b>Section – A</b></u> <b>Reading:</b> Devising appropriate techniques for students to facilitate their critical approaches to reading texts; obtaining information and note-taking; synthesizing diverse information and making logical connections. <u><b>Section – B</b></u> <b>Writing:</b> Writing essays on theme, character, plot, structure, etc.; article and book review; sequencing of information into a thematic pattern; documentation: MLA and APA style-sheets; ethics in writing, etc.	

<b>Eng 2101: History of the English Language</b>	<b>Credit Hour: 03</b>	<b>Year: Second</b>	<b>Term: First</b>
<b>Rationale:</b> This course contributes to a student's knowledge of the history of the English language and how the language originated and evolved.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• get introduced to the development of the English language from its Anglo-Saxon roots to its present status as the world's dominant language,</li> <li>• understand the causes and consequences of the rise of English,</li> <li>• examine the various forces like political, economic, technological, cultural, demographic, etc. that have transformed the international role of English.</li> </ul>			
Intended Learning Outcomes (ILOs)		Course Content	
After studying the course students will be able to <ul style="list-style-type: none"> <li>• explain the evolution of the English language,</li> <li>• evaluate the causes of the spread of English and other major languages since 1500 AD,</li> <li>• analyze the rise of English as a global language.</li> </ul>		<u><b>Section – A</b></u> 1. Genetic and typological properties of English 2. Origins of English 3. Old English 4. Foreign influences on Old English 5. The Norman Conquest and its influence on English 6. Middle English 7. Reestablishment of English <u><b>Section – B</b></u> 1. Early Modern English 2. English in the Age of Science 3. English in the Age of Imperial Expansion 4. English in America 5. English in India 6. English as a World Language 7. World Englishes	

<b>Eng 2103 : Poetry from Chaucer to Milton</b>	<b>Credit Hour: 03</b>	<b>Year: Second</b>	<b>Term: First</b>
<b>Rationale:</b> This course offers knowledge of some representative pieces of certain great English poets from the fourteenth to the eighteenth century.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• become familiar with various classical types of poetry like epic, mock-epic, sonnet and metaphysical poetry,</li> <li>• acquire knowledge about the social and cultural backgrounds of English poetry of this period,</li> <li>• understand different types of stanza forms and prosodic styles used by the great poets of this time.</li> </ul>			
Intended Learning Outcomes (ILOs)		Course Content	
After studying the course students will be able to <ul style="list-style-type: none"> <li>• identify the salient features of Chaucer's poetic style,</li> </ul>		<u><b>Section – A</b></u> 1. Geoffrey Chaucer: "The General Prologue to <i>The Canterbury Tales</i> " 2. Edmund Spenser: <i>Amoretti</i> (Sonnet 1, 54, 75,	



<ul style="list-style-type: none"> <li>demonstrate the use of archaic English in poetry,</li> <li>explain the structure of Spenserian sonnets,</li> <li>illustrate Donne's wit and conceit,</li> <li>differentiate between metaphysical poems by Donne and Marvell,</li> <li>analyze epic and mock-epic,</li> <li>locate the figures of speech used in English poetry of this period.</li> </ul>	and 89) 3. John Donne: "Go and Catch a Falling Star", "A Valediction: Forbidding Mourning", "The Good-Morrow", "Holy Sonnet X" <b>Section – B</b> 1. John Milton: <i>Paradise Lost</i> (Book I) 2. Andrew Marvell: "To His Coy Mistress", "The Definition of Love" 3. Alexander Pope: <i>The Rape of the Lock</i>
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Eng 2105: Literary Criticism	Credit Hour: 03	Year: Second	Term: First
<b>Rationale:</b> This course is introduced to teach students the concepts of literary criticism, what it means, and how it was done throughout some specific periods of history.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>become familiar with the idea of literary criticism,</li> <li>learn the ways how literary criticism was conducted by acknowledged masters in this field,</li> <li>have an understanding of the trajectory of changes having taken place in literary criticism,</li> <li>assimilate the general techniques of how to criticize literary texts.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Contents		
After studying the course students will be able to <ul style="list-style-type: none"> <li>analyze Wordsworth and Coleridge as poet-critics and distinguish their ideas of poetry,</li> <li>evaluate Arnold as a literary critic,</li> <li>explain T. S. Eliot's thoughts on the metaphysical poets,</li> <li>illustrate Eagleton's views on English literature,</li> <li>demonstrate Fanon's ideas about the drawbacks of national consciousness.</li> </ul>	<b>Section – A</b> 1. William Wordsworth: "Preface to <i>Lyrical Ballads</i> " 2. S. T. Coleridge: <i>Biographia Literaria</i> (Chapter 13 and 14) 3. Matthew Arnold: "The Function of Criticism at the Present Time" <b>Section – B</b> 1. T. S. Eliot: "The Metaphysical Poets" 2. Terry Eagleton: "The Rise of English" 3. Frantz Fanon: "The Pitfalls of National Consciousness" (as in <i>Norton Anthology of Theory and Criticism</i> )		

Eng 2107: Performance Studies	Credit Hour: 03	Year: Second	Term: First
<b>Rationale:</b> Performance Studies is an important interdisciplinary field that examines performance in all its expansiveness. It critically examines the embodiment of written and spoken human communication in a variety of social and cultural contexts and practices, including ritual, play, narrative, storytelling, folklore, and popular media. Performance Studies scholars employ multiple methods to study the ways humans embody and enact their identities and relationships in everyday life.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>become familiar with a broad range of conceptual perspectives and scholarly applications of</li> </ul>			

performance studies, <ul style="list-style-type: none"> <li>recognize the ways we are all performers in our everyday life,</li> <li>understand the ways performance scholarship pedagogically allows us insight into human communication.</li> </ul>	<b>Intended Learning Outcomes (ILOs)</b> After studying the course students will be able to <ul style="list-style-type: none"> <li>identify intersections among performance studies,</li> <li>distinguish major theoretical threads in performance studies,</li> <li>enact research that employs theories and practices germane to performance studies.</li> </ul>	<b>Course Content</b> <b>Section – A</b> 1. Performance and Performance Studies: definition, range and features 2. Types of performance: performativity and performance in everyday life, ritual, play, narrative, storytelling, folklore, sports, etc. 3. Performing identities (private and public); performing gender <b>Section – B</b> 1. Bodies, objects, place; text vs. play, ritual and play 2. Performance interventions 3. Introducing key performance theories: Aristotle, Bharata, Marvin Carlson, Victor Turner, Jerzy Grotowski, Patrice Pavis, Richard Schechner, Augusto Boal, Judith Butler, Rustom Bharucha
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HSS 2151: Emergence of Bangladesh	Credit Hour: 03	Year: Second	Term: First
<b>Rationale:</b> This course provides students an introduction to Bangladesh's emergence as an independent nation.			
<b>Course objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>have an overview of Bangladesh's history since 1905 when Bengal was partitioned by the colonial British Raj,</li> <li>develop students' understanding of Bangladesh's formation at different critical intersections of history,</li> <li>make them aware of different movements during the Raj and Pakistan regime leading to Bangladesh's independence,</li> <li>foster the ability to write thoughtful responses to history and interrogate it effectively.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to <ul style="list-style-type: none"> <li>identify the major historical events that led to the emergence of Bangladesh in 1971,</li> <li>recognize the areas of exploitation and oppression during the Pakistan regime, which made the struggle for freedom inevitable,</li> <li>analyze the March 7 Speech by</li> </ul>	<b>Section – A</b> 1. Partition of Bengal in 1905 2. Non-cooperation Movement 3. The Lahore Resolution of 1940 4. The 1943 Bengal Famine 5. Partition in 1947 and founding of Pakistan <b>Section – B</b> 1. Language Movement in 1952 2. National Elections in 1954 3. Imposition of Martial Law in 1958		



<p>Bangabandhu from different critical perspectives,</p> <ul style="list-style-type: none"> <li>• scrutinize the 1972 Constitution of Bangladesh in the context of the aspirations of people,</li> <li>• evaluate historical sources and use the evidence provided in the sources to make informed decisions about any inquiry,</li> <li>• compose insightful, appropriately developed, mechanically correct answers to questions concerning the historical events studied.</li> </ul>	<ol style="list-style-type: none"> <li>4. Rise of Bengali Nationalism</li> <li>5. Six-Point Movement in 1966, Mass Uprising in 1969, and General Elections in 1970</li> <li>6. March 7 Speech by Bangabandhu Sheikh Mujibur Rahman, Declaration of Independence, Operation Searchlight, War of Liberation, and Founding of Bangladesh</li> <li>7. Formation of the Constitution of Bangladesh</li> </ol>
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HSS 2153: Political Science	Credit Hour: 03	Year: Second	Term: First
<p><b>Rationale:</b> This course introduces issues of political science to familiarize students with various concepts related to the state and government.</p> <p><b>Course Objectives:</b> The course is designed to help students</p> <ul style="list-style-type: none"> <li>• learn the basic principles of political organization,</li> <li>• understand and compare forms of government and their impact on state of affairs,</li> <li>• know about the key political thinkers.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• illustrate basic forms of government,</li> <li>• trace the development in world politics,</li> <li>• analyze major political theories,</li> <li>• evaluate and compare constitutions of various nation states.</li> </ul>	<p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>1. Political Science: nature, scope and method and its relation to other social sciences</li> <li>2. Selected thinkers: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, JS Mill and Karl Marx</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>1. Principles of political organization: forms of government, Executive, Legislature, Judiciary, Constitution, representation, political parties, pressure groups, civil service</li> <li>2. Military intervention in state affairs of the developing countries: its causes and consequences, problems of military withdrawal from politics</li> <li>3. Comparative political systems: The UK, the USA and Bangladesh</li> </ol>		

Eng 2110: Sessional on Stylistics	Credit Hour: 1.5	Year: Second	Term: First
<p><b>Rationale:</b> This course necessitates students to learn about stylistic and syntactic features of literary texts so that they can better appreciate and criticize literary pieces.</p> <p><b>Course Objectives:</b> This course is designed to help students</p> <ul style="list-style-type: none"> <li>• get introduced to the most central concepts and analytical frameworks in stylistics,</li> <li>• sharpen their awareness of how language works in a literary text and an author's style in writing,</li> <li>• show how stylistic analysis can be used to explain the relationship between linguistic choices on the one hand and meanings/effects in readers' minds on the other.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• analyze different aspects of the language of texts,</li> <li>• explain the interconnections and interfaces between the English language and literature,</li> <li>• define concepts relating to literary genres,</li> <li>• analyze the linguistic and stylistic choices,</li> <li>• apply precise linguistic, stylistic and narratological terminology to the study of poetry, prose, novel and drama.</li> </ul>	<p>Literary terms including figures of speech, imagery, rhythm, rhyme, major verse forms, etc.</p>		



Eng 2201 : English Drama from Elizabethan to Restoration Period	Credit Hour: 04	Year: Second	Term: Second
<b>Rationale:</b> The course is designed to familiarize students with English Drama from Elizabethan Period to that of Restoration.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• know about tragedy, soliloquy, climax, dramatis personae, allusion, tragic irony, and various dramatic devices,</li> <li>• become familiar with comedy, comedy of manners, prologue, aside, characterization, dramatic irony, satire, humor, and other dramatic devices,</li> <li>• interpret the themes of love, jealousy, honor, fidelity, betrayal, power, death, seven deadly sins, artificiality, and immorality of the age,</li> <li>• analyze wit, humor, dramatic irony, satire, foreshadowing, conflict, climax, plot background, epigraphs, etc.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. Christopher Marlowe: <i>Doctor Faustus</i> 2. Ben Jonson: <i>Volpone</i>		
<ul style="list-style-type: none"> <li>• trace the evolution of plays from the Renaissance to the Restoration,</li> <li>• identify plot, structure, theme, setting, characterization, etc. of the plays,</li> <li>• differentiate various dramatic forms of the periods.</li> </ul>	<b>Section – B</b> 1. John Dryden: <i>All for Love</i> * 2. William Congreve: <i>The Way of the World</i>		

Eng 2203: Language through Literature	Credit Hour: 02	Year: Second	Term: Second
<b>Rationale:</b> The rationale behind this course is to demonstrate to students both linguistic and literary features of literary texts of different genres so that they can effectively understand their language and then comprehend their meanings.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• learn the differences and relations between stylistics, linguistics and literary criticism as well as the features of literary language,</li> <li>• understand the use of different types of words, clauses and sentences in a literary text,</li> <li>• use a literary text as a resource for language learning,</li> <li>• know about the cultural influences behind the use of language in literature.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. Approaches to the study of literature; style and stylistics; linguistics, stylistics and literary criticism; literary vs. non-literary language; deviation 2. Linguistic description of literary texts: analysis at word, clause and sentence levels 3. Developing language skills through reading novels and short stories		
<ul style="list-style-type: none"> <li>• connect and distinguish stylistics, linguistics and literary criticism and identify the literary features of language,</li> <li>• analyze the linguistic elements of literary texts,</li> <li>• evaluate literary texts as resources for language learning.</li> </ul>			

		Section – B
		1. Using literature in the language classroom; literature and the language learners; evaluation of literary texts as language materials; reading literature cross-culturally 2. Developing language skills through poetry and plays 3. Reflecting on the literature lesson; literature and self-access

Eng 2205: English Novel from Defoe to Hardy	Credit Hour: 04	Year: Second	Term: Second
<b>Rationale:</b> The course is designed to make students aware of the rise and growth of English novel from Daniel Defoe to Thomas Hardy.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• learn plot construction, setting, points of view, characterization, novelists' use of different themes and narrative techniques,</li> <li>• understand form, genre, literary devices, omniscient narration, and romantic devices,</li> <li>• analyze the themes of love, honor, and betrayal in an idyllic context.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. Daniel Defoe: <i>Robinson Crusoe</i> 2. Jane Austen: <i>Sense and Sensibility</i>		
<ul style="list-style-type: none"> <li>• analyze themes and styles of the selected novels,</li> <li>• explain romantic, adventure and epistolary novel,</li> <li>• trace the Victorian worldview.</li> </ul>	<b>Section – B</b> 1. Emily Bronte: <i>Wuthering Heights</i> 2. Thomas Hardy: <i>Far from the Madding Crowd</i>		

Eng 2207: Classics in Translation	Credit Hour: 03	Year: Second	Term: Second
<b>Rationale:</b> The classics originated in different European cultures recur in many ways in the English writings. The course aims at familiarizing students with world classics in their noted contemporary English translations.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• learn about different classical texts,</li> <li>• know about the philosophy of the classical writers,</li> <li>• broaden their knowledge of other cultures,</li> <li>• enhance their understanding of the use of different stylistic features.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. Homer: <i>The Iliad</i> (translated by E. V. Rieu) * 2. Euripides: <i>Medea</i> (translated by John Davie) *		
<ul style="list-style-type: none"> <li>• explain and analyze classics,</li> <li>• differentiate the writing techniques of the authors and critique the classics.</li> </ul>	<b>Section – B</b> 1. Aristophanes: <i>The Frogs</i> (translated by David Barrett) * 2. Anonymous: <i>Beowulf</i> (translated by Seamus Heaney) *		



<b>Eng 2210: Sessional on Language through Literature</b>	<b>Credit Hour: 1.5</b>	<b>Year: Second</b>	<b>Term: Second</b>
<b>Rationale:</b> This course aims to show how literature can be used as a tool to develop learners' knowledge of English.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• make a bridge between literature and language,</li> <li>• find out different linguistic features that collaboratively make the language coherent,</li> <li>• use literature as the most important material to learn language.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to <ul style="list-style-type: none"> <li>• demonstrate language and linguistic competences in using literature,</li> <li>• organize peer work for language learning,</li> <li>• develop critical thinking and creative writing skills.</li> </ul>	1. Linguistic description of literary texts: analysis at word, clause and sentence levels 2. Developing language skills through reading novels and short stories 3. Developing language skills through poetry and plays 4. Reflecting on the literature lesson; literature and self-access		

<b>Eng 2212: Sessional on Novel from Defoe to Hardy</b>	<b>Credit Hour: 1.5</b>	<b>Year: Second</b>	<b>Term: Second</b>
<b>Rationale:</b> This course provides students with the skills for storytelling and adaptation.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• acquire practical knowledge of adaptation,</li> <li>• approach novels critically.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to <ul style="list-style-type: none"> <li>• practice genre shifting by adapting the extracts from the novels into short scenes and/or poems,</li> <li>• present the extracts from the novels in posters,</li> <li>• develop critical thinking and creative writing skills.</li> </ul>	1. Daniel Defoe: <i>Robinson Crusoe</i> 2. Emile Brontë: <i>Wuthering Heights</i>		

<b>Soc 2251 : Sociology</b>	<b>Credit Hour: 03</b>	<b>Year: Second</b>	<b>Term: Second</b>
<b>Rationale:</b> This course introduces the basic concepts, theories, scholarships of sociology for a scientific study of society.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• have a brief overview of sociology as a distinct discipline within social sciences,</li> <li>• learn the basic concepts, theories and research methods used in sociology,</li> <li>• understand the critical link among social structures, social forces and individual circumstances,</li> </ul>			

<ul style="list-style-type: none"> <li>• acquire a better understanding of how their own lives and significant relationships are shaped by larger social forces.</li> </ul>	
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>
After studying the course students will be able to <ul style="list-style-type: none"> <li>• explain basic sociological concepts, theories and methods logically and consistently,</li> <li>• apply sociological perspectives to various issues in contemporary society.</li> </ul>	<p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>1. Understanding sociology: definition, nature and scope of sociology; development of sociology; major theoretical perspectives of sociology; research in sociology; necessity of studying sociology</li> <li>2. Basic concepts of sociology: society, community, association, institution, group, norms, values, and social process</li> <li>3. Culture and social structure: meaning and elements of culture; development of culture around the world; culture and civilization; theory of cultural lag; definition and elements of social structure; social structure in global perspective</li> <li>4. Socialization and institutions: meaning; theories and agents of socialization; major institutions – family, marriage, kinship, property, division of labor, religion, education, government and state.</li> <li>5. Social stratification and inequality: definition and theories of social stratification; determinants and forms of social stratification; meaning, determinants and dimensions of social inequality; social mobility</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>1. Changing world: types of society; social change, theories of social change, resistance to social change, technology and social change, urbanization, industrialization and social change</li> <li>2. Mass media, communication and collective behaviour: meaning and sociological perspectives of mass media and communication; forms and theories of collective behaviour; new communication technology and collective behaviour</li> <li>3. Deviance, crime and social control: meaning and theories of deviance and crime; juvenile delinquency; definition and agents of social control</li> <li>4. Population, health and environment: theories of population; basic demographic processes; meaning of health, population and environment</li> <li>5. Changing society of Bangladesh: social structure of colonial Bangladesh; neo-colonialism and the emergence of Bangladesh; political development and social problems of Bangladesh</li> </ol>



Eng 3101: Romantic Poetry	Credit Hour: 03	Year: Third	Term: First
<b>Rationale:</b> This course introduces English romantic poetry as it is one of the major forms in English literature.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• understand different features of English romantic poetry,</li> <li>• critically analyze the romantic poetry.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to <ul style="list-style-type: none"> <li>• explain romantic poetry,</li> <li>• illustrate various sociopolitical aspects evident in the pieces,</li> <li>• compare romantic poetry with other poetic trends,</li> <li>• judge the stylistic and thematic characteristics of romantic poetry,</li> <li>• create constructive criticism.</li> </ul>	<b>Section – A</b> <ol style="list-style-type: none"> <li>1. William Blake: <i>Songs of Innocence and of Experience</i> (Selections as in Norton)</li> <li>2. William Wordsworth: "Tintern Abbey", "Ode on Intimations of Immortality"</li> <li>3. S. T. Coleridge: "The Rime of the Ancient Mariner", "Kubla Khan"</li> </ol> <b>Section – B</b> <ol style="list-style-type: none"> <li>1. Lord Byron: <i>Don Juan</i> (Canto I)</li> <li>2. P. B. Shelley: "Ode to the West Wind", "To a Skylark"</li> <li>3. John Keats: "Ode on a Grecian Urn", "To Autumn", "Hyperion" (Book I)</li> </ol>		

Eng 3103: Literary Theory I	Credit Hour: 03	Year: Third	Term: First
<b>Rationale:</b> This course introduces students to literary theory in order for them to study literature in relation to other non-literary discourses.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• get oriented with sociocultural and politicoideological aspects of literature,</li> <li>• discern the nuanced difference between literary criticism and literary theory,</li> <li>• note the historical change in the study of literary theory,</li> <li>• get acquainted with various theories and their interrelations.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to <ul style="list-style-type: none"> <li>• locate the origin, development, nature and scope of literary theory,</li> <li>• illustrate the formalist methods adopted to analyze literature,</li> <li>• explain the structure underlying literary production,</li> <li>• analyze the intricate formation of human psyche and its operations,</li> <li>• trace class, ideology and culture; perceive the difference between sex and gender; identify discourse.</li> </ul>	<b>Section – A</b> <ol style="list-style-type: none"> <li>1. What is literary theory: definition, nature and scope; literature, literary criticism and literary theory; recurrent ideas in critical theory</li> <li>2. Formalisms: Arnold's academic heritage; Anglo-American new criticism; Russian formalism</li> <li>3. Structuralism and Poststructuralism: language and structure; the theory of the sign; narratology; intertextuality; 'depth' and 'surface' readings; Ferdinand de Saussure; Roman Jakobson; Jacques Derrida; Michel Foucault</li> </ol>		

	4. Psychoanalytic criticism: the concept of the Unconscious; the instinctual drives; the structure of psychic personality; Freudian psychoanalysis; neo-Freudianism; object relations; Sigmund Freud; Jacques Lacan <b>Section – B</b> <ol style="list-style-type: none"> <li>1. Marxism: class; ideology; hegemony; general Marxist literary criticism; Frankfurt School; George Lukacs; Louis Althusser; Terry Eagleton</li> <li>2. Feminism: gender; women and literature; sexual identity; Anglo-American feminist criticism; French feminist theory; Virginia Woolf; Kate Millett; Elaine Showalter; Julia Kristeva</li> <li>3. Postcolonialism: background; Orientalism; the colonized and the colonizer; the subaltern; postcolonial literature; Frantz Fanon; Edward Said; Homi K. Bhabha; Gayatri Chakravorty Spivak</li> <li>4. Postmodernism: discourse; metanarrative; simulacra; virtuality; from modernism to postmodernism; Jean Baudrillard; Jean-Francois Lyotard; Manuel Castelle</li> </ol>
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Eng 3105: Linguistics I	Credit Hour: 04	Year: Third	Term: First
<b>Rationale:</b> A course in linguistics for students is necessary in order to equip them with the updated and advanced knowledge in languages.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• become familiar with different notions of language, its functions, origin, genealogy and uses,</li> <li>• learn about different branches of linguistics and linguistic theories.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to <ul style="list-style-type: none"> <li>• explain the notion of language and its misconceptions along with its different functions,</li> <li>• trace the origin of languages, and demonstrate the relationship between language, society and culture,</li> <li>• critique different linguistic theories.</li> </ul>	<b>Section – A</b> <ol style="list-style-type: none"> <li>1. Language: definition and characteristics; properties of language; misconception about languages; function of language: phatic, directive, informative, emotive, verdictive, metalingual, etc.</li> <li>2. Origin of language: divine source, natural-sound source, oral-gesture source, physiological adaptation, glossogenetics; development of human language</li> <li>3. Society, culture and language: varieties of language: social variation, regional variation, personal variation; register, diglossia, pidgin,</li> </ol>		



	<p>creoles; code switching, shifting and maintaining; acculturation and accommodation theories</p> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>1. Linguistics: its definition and scope; branches of linguistics: historical linguistics, descriptive linguistics, psycholinguistics, comparative linguistics, applied linguistics, etc.</li> <li>2. Language families of the world: Indo-European, Afro-Asian, Ural-Altaic, Sino-Tibetan, Malayo-Polynesian, etc.</li> <li>3. Linguistic theories: structuralism, universal grammar, behaviourism, cognitivism</li> </ol>
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Eng 3107: Victorian Poetry	Credit Hour: 03	Year: Third	Term: First
<p><b>Rationale:</b> Victorian period is important for the ideological conflicts concerning some major scientific, philosophical and political developments. This course introduces students to poetry of different kinds written during the period.</p> <p><b>Course Objectives:</b> The course is designed to help students</p> <ul style="list-style-type: none"> <li>• become familiar with the representative Victorian poems,</li> <li>• get an overview of important social, literary and cultural issues as reflected in the poems,</li> <li>• learn about poetic styles developed in the period.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• illustrate the Victorian social and cultural scene as reflected in the selected poems,</li> <li>• evaluate prevalent themes and styles.</li> </ul>	<p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>1. Alfred Lord Tennyson: "Ulysses", "Break, Break, Break", <i>In Memoriam</i> (1, 2, 55, 121 and 130)</li> <li>2. Robert Browning: "Rabbi Ben Ezra", "My Last Duchess", "One Word More"</li> <li>3. E. B. Browning: "Sonnets from the Portuguese" (1, 43)</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>1. Mathew Arnold: "Dover Beach", "The Scholar Gypsy"</li> <li>2. D. G. Rossetti: "The Blessed Damozel"</li> <li>3. G. M. Hopkins: "Pied Beauty", "Spring and Fall", "God's Grandeur"</li> </ol>		

Eng 3110: Sessional on Romantic and Victorian Poetry	Credit Hour: 1.5	Year: Third	Term: First
<p><b>Rationale:</b> This course provides students with practical knowledge of exercising with selected romantic and Victorian poems to enhance their creative, aesthetic and analytical abilities.</p> <p><b>Course Objectives:</b> The course is designed to help students</p> <ul style="list-style-type: none"> <li>• get acquainted with the techniques of reciting poetry,</li> <li>• acquire knowledge on translating and adapting poetry,</li> <li>• develop their critical awareness of reading poetry.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• demonstrate genre shifting by adapting the extracts from the selected poems into short scenes and/or short stories,</li> <li>• present the extracts from poetry in posters,</li> <li>• develop critical thinking and recitation skills.</li> </ul>	<ol style="list-style-type: none"> <li>1. "Hyperion" (Book 1)</li> <li>2. <i>Don Juan</i> (Canto 1)</li> <li>3. "Ulysses"</li> <li>4. "My Last Duchess"</li> </ol>		

Ban 3151: Bangla Literature	Credit Hour: 03	Year: Third	Term: First
<p><b>Rationale:</b> This course contributes to a student's learning of Bangla literature that has a long and glorious history and that still continues to expand in the hands of living authors.</p> <p><b>Course Objectives:</b> The course is designed to help students</p> <ul style="list-style-type: none"> <li>• get an overview of Bangla literature starting with <i>The Caryapada</i>,</li> <li>• acquire knowledge of the gradual development of Bangla literature,</li> <li>• analyze literary pieces created by important Bangla literary practitioners.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• explain the evolution of Bangla literature,</li> <li>• evaluate major litterateurs in the language,</li> <li>• analyze the literary devices in Bangla literature.</li> </ul>	<p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>১. চর্যাপদ : "পদ সংখ্যা-১"</li> <li>মহাভূগের গীতিকবিতা : চণ্ডীদাসের পদ (পদ সংখ্যা ১৫০) (মুহম্মদ আবদুল হাই ও আহমদ শরীফ সম্পাদিত, মহাভূগের বাংলা গীতিকবিতা)</li> <li>২. মধুসূদন দত্ত : "কপোতাক্ষ নদ"</li> <li>৩. রবীন্দ্রনাথ ঠাকুর : "পৃথিবী", "দুই বিঘা জমি"</li> <li>৪. কাজী নজরুল ইসলাম : "বিশ্রোহী"</li> <li>৬. জসীমউদ্দীন : "কবর"</li> <li>৭. জীবনানন্দ দাশ : "বোধ"</li> <li>৮. শামসুর রাহমান : "তোমাকে পাওয়ার জন্যে, হে স্বাধীনতা"</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>১. রবীন্দ্রনাথ ঠাকুর : "সমাপ্তি"</li> <li>২. রোকেয়া সাখওয়াত হোসেন : "স্ত্রী জাতির অবনতি"</li> <li>৩. সৈয়দ ওয়ালীউদ্দাহ : "চাঁদের অমাবস্যা"</li> <li>৪. সাঈদ আহমদ : "তুফান"</li> </ol>		



HSS 3153: Education and Development	Credit Hour: 03	Year: Third	Term: First
<b>Rationale:</b> This course acquaints students with the national education system and policy of Bangladesh to make them aware of the issues pertinent to the country's development.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• conceptualize the relationship between education and development,</li> <li>• give an understanding of the relationship between education and economy in both local and global contexts,</li> <li>• investigate the national education system, policies and planning in Bangladesh,</li> <li>• judge the governance issues in education.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to <ul style="list-style-type: none"> <li>• classify formal and non-formal education,</li> <li>• illustrate the historical developments of national education system in Bangladesh,</li> <li>• analyze the trends of education and development in national and international contexts,</li> <li>• identify the social, cultural, legal and national issues in education,</li> <li>• mark the relationship between state policies and education in different organizational procedures,</li> <li>• conduct research in education.</li> </ul>	<b>Section – A</b> <ol style="list-style-type: none"> <li>1. National education system in Bangladesh and developing countries: patterns and priorities; historical development of national education system in Bangladesh; Rammohan; Vidyasagar; Rabindranath; Rokeya Shakhawat</li> <li>2. National education system in national and global economy: education and employment; trends in international priorities for education and development</li> <li>3. Education in divisive society and culture: equity and empowerment issues; human rights and education; disability and education; gender and education; child labor and education</li> </ol> <b>Section – B</b> <ol style="list-style-type: none"> <li>1. Education policy and planning: the role of international organization in education policy and planning; language in education policy and planning; privatization and marketization of education</li> <li>2. Governance issues in education: decentralization; community participation and school management; life-long learning; curriculum reform; alternative modes of educational delivery (non-formal, distance and adult education); multimedia and education</li> <li>3. Research methods in education</li> </ol>		

HSS 3155: Psychology	Credit Hour: 03	Year: Third	Term: First
<b>Rationale:</b> This course enables students to learn psychological concepts and their application in understanding human behaviour, which partly empowers them to interpret literature.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• understand concepts in psychology,</li> <li>• analyze personality and behaviour,</li> <li>• analyze methods of social psychology.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to <ul style="list-style-type: none"> <li>• trace normality, abnormality, emotion, attitude, etc.,</li> <li>• analyze behaviour,</li> <li>• explain formation of human perception and personality,</li> <li>• evaluate stages of psychological development,</li> <li>• assess attitudes and group/social behaviour.</li> </ul>	<b>Section A</b> <ol style="list-style-type: none"> <li>1. Psychology as a science: definition, fields and methods of psychology</li> <li>2. Sensation and perception</li> <li>3. Motivation and emotion</li> <li>4. Learning and cognition</li> <li>5. Personality</li> <li>6. Behaviour disorder and psychotherapy</li> </ol> <b>Section B</b> <ol style="list-style-type: none"> <li>1. Nature and methods of social psychology</li> <li>2. Socialization</li> <li>3. Attitudes</li> <li>4. Leadership</li> <li>5. Public opinion and propaganda</li> <li>6. Groups and their behaviour</li> </ol>		



<b>Course: Eng 3201: American Poetry</b>	<b>Credit Hour: 03</b>	<b>Year: Third</b>	<b>Term: Second</b>
<b>Rationale:</b> The course familiarizes students with American poetry to give them the idea how lived experiences of American life is transmuted in poetry.			
<b>Course Objectives:</b> This course is designed to help students			
<ul style="list-style-type: none"> <li>• develop their understanding of American poetry,</li> <li>• learn about different literary movements in America and relate those to the poems.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to	<b>Section – A</b> <ol style="list-style-type: none"> <li>1. Walt Whitman: <i>Song of Myself</i> (1, 6 and 52), "Crossing Brooklyn Ferry" (1, 2)</li> <li>2. Emily Dickinson: Poems (465, 505 and 712)</li> <li>3. Robert Frost: "Mending Wall", "Birches", "The Road not Taken", "The Death of the Hired Man"</li> <li>4. Ezra Pound: "The Seafarer", "In a Station of the Metro"</li> </ol> <b>Section – B</b> <ol style="list-style-type: none"> <li>1. Allen Ginsberg: "Howl" (Section I), "September on Jessore Road"</li> <li>2. Adrienne Rich: "Living in Sin", "Diving into the Wreck"</li> <li>3. Sylvia Plath: "Daddy", "Ariel"</li> <li>4. Anne Sexton: "Sylvia's Death"</li> </ol>		
<ul style="list-style-type: none"> <li>• assess the environment in which these poets were living and writing,</li> <li>• explain the nature of American poetry,</li> <li>• illustrate literary movements in America,</li> <li>• evaluate the poetic styles.</li> </ul>			

<b>Eng 3203: Literary Theory II</b>	<b>Credit Hour: 03</b>	<b>Year: Third</b>	<b>Term: Second</b>
<b>Rationale:</b> This course follows up with Literary Theory I to further students' knowledge as practiced by the theorists.			
<b>Course Objectives:</b> This course is designed to help students			
<ul style="list-style-type: none"> <li>• identify and critique different theories,</li> <li>• observe theories in practice,</li> <li>• enhance their capacity to perceive argument, dialectics, reasoning and complications.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to	<b>Section – A</b> <ol style="list-style-type: none"> <li>1. Viktor Shklovsky: "Art as Technique"</li> <li>2. J. L. Austin: <i>How To Do Things with Words</i> (Selection from <i>Literary Theory: An Anthology</i>)</li> <li>3. Jacques Lacan: "The Mirror Stage"</li> <li>4. Louis Althusser: "Ideology and Ideological State Apparatuses"</li> </ol>		
<ul style="list-style-type: none"> <li>• illustrate how art functions and defamiliarizes,</li> <li>• explain performativity,</li> <li>• analyze the functions of ideology,</li> <li>• trace the development of feminism,</li> </ul>			

<ul style="list-style-type: none"> <li>• elucidate the role of an author,</li> <li>• evaluate cultural diversity and Orientalism,</li> <li>• critique the theorists.</li> </ul>	<b>Section – B</b> <ol style="list-style-type: none"> <li>1. Toril Moi: <i>Sexual/Textual Politics</i> (Selections)</li> <li>2. Roland Barthes: "The Death of the Author"</li> <li>3. Edward Said: "Introduction to <i>Orientalism</i>"</li> <li>4. Homi K. Bhabha: <i>The Location of Culture</i> ("The Commitment to Theory")</li> </ol>
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<b>Eng 3205: Linguistics II</b>	<b>Credit Hour: 03</b>	<b>Year: Third</b>	<b>Term: Second</b>
<b>Rationale:</b> The course is designed to follow up with Linguistics I to further students' knowledge in linguistics.			
<b>Course Objectives:</b> This course is designed to help students			
<ul style="list-style-type: none"> <li>• learn the major areas of linguistics.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to	<b>Section – A</b> <ol style="list-style-type: none"> <li>1. Phonetics and phonology: branches of phonetics; organs of speech and mechanism of speech production</li> <li>2. Segmentation: vowels and consonants – their production, description and classification; syllable; stress; intonation, rhythm</li> <li>3. Morphology: definition and scope; concepts of morpheme; types of morpheme; word and word formation processes</li> </ol> <b>Section – B</b> <ol style="list-style-type: none"> <li>1. Syntax: definition and scope; syntactic processes; phrase structure rules; Immediate Constituent (IC) analysis; deep and surface structures; Transformational-Generative (TG) grammar</li> <li>2. Semantics: definition and scope; aspects of word meaning: denotative meaning, connotative meaning and social meaning</li> <li>3. Some terms and concepts: grammaticality and appropriacy; form and function; use and usage; lexical and grammatical meaning, sense and reference, sentence meaning and utterance meaning</li> </ol>		
<ul style="list-style-type: none"> <li>• differentiate phonetics and phonology,</li> <li>• identify segmental and suprasegmental features of speech,</li> <li>• explain the grammar of word and word-like structures,</li> <li>• analyze the grammar of sentence and sentence-like structures,</li> <li>• illustrate different layers and dimensions of meaning,</li> <li>• critique some important notions in linguistics.</li> </ul>			



Eng 3207: Shakespearean Drama	Credit Hour: 04	Year: Third	Term: Second
<b>Rationale:</b> This course introduces Shakespeare's plays to focus on his contemporaneity.			
<b>Course Objectives:</b> This course is designed to help students			
<ul style="list-style-type: none"> <li>explore the complex world of Shakespearean drama,</li> <li>learn about Shakespeare's dramaturgy.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. <i>Hamlet</i> 2. <i>King Lear</i>  <b>Section – B</b> 1. <i>The Tempest</i> 2. <i>Henry IV – Part I</i>		
<ul style="list-style-type: none"> <li>analyze dramatic texts with its thematic and stylistic aspects,</li> <li>appreciate and critique Shakespeare's oeuvre and evaluate how it has its appeal in the twenty-first century,</li> <li>evaluate existing discourse regarding Shakespeare's plays.</li> </ul>			

Eng 3209: English and the Media	Credit Hour: 03	Year: Third	Term: Second
<b>Rationale:</b> This course introduces students to some basic theories of media and communication so that they can understand the policies and politics of the use of English in media in Bangladesh.			
<b>Course Objectives:</b> The course is designed to help students			
<ul style="list-style-type: none"> <li>understand theories of communication, the special features and purposes of media communication, language as communication, the use of English in our media, etc.</li> <li>apply the theories of communication in written and oral presentations.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. Theories of communication 2. Nature, purpose and special features of media communication 3. Language as communication 4. Politics of media communication and communication ethics 5. English in the media of Bangladesh: 'an imported world'  <b>Section - B</b> 1. News reports with catching captions/headings 2. Subtitling 3. Translating reports 4. Writing special features for the press or electronic media 5. Issuing press releases 6. Editing		
<ul style="list-style-type: none"> <li>analyze and apply the theories of communication,</li> <li>practice media writing,</li> <li>make presentations such as press briefing (oral and written).</li> </ul>			

Ban 3251: Bangla Linguistics	Credit Hour: 03	Year: Third	Term: Second
<b>Rationale:</b> The course contributes to students' learning of the Bangla language and grammar, which enables them produce oral and written expressions in Bangla.			
<b>Course Objectives:</b> The course is designed to help students			
<ul style="list-style-type: none"> <li>develop Bangla language skills.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> ১. ধ্বনিকল্পন ও বাংলা ধ্বনিতত্ত্ব: সংজ্ঞা ও পরিসর ২. বাপযন্ত্র ৩. ধ্বনির উচ্চারণ, রীতি ও স্থান ৪. ধ্বনির শ্রেণিকরণ ৫. বাংলা ধ্বনিমূলের পরিচয় ৬. ধ্বনি পরিবর্তনের সাধারণ নিয়মাবলী ও মূলসূত্র ৭. ধ্বনি, বর্ণ, অক্ষর ও উচ্চারণ ৮. আংশগতিক ধ্বনিতাত্ত্বিক বর্ণমালা  <b>Section – B</b> ১. বাংলা শব্দপঠন ২. বাংলা বানানবিধি ৩. ভাষারীতি: সাধু-চলিত, আধ্বলিক ও প্রমিত ভাষা ৪. পরিভাষা: ব্যবহারের ক্ষেত্র ও পরিধি ৫. বাংলা লিখন কৌশল: প্রতিবেদন ও স্মারকলিপি		
<ul style="list-style-type: none"> <li>illustrate aspects of Bangla language and linguistics,</li> <li>use correct Bangla in oral and written presentations.</li> </ul>			

HSS 3253: Philosophy	Credit Hour: 03	Year: Third	Term: Second
<b>Rationale:</b> This course informs students of philosophical concepts and sharpens their world view.			
<b>Course Objectives:</b> The course is designed to help students			
<ul style="list-style-type: none"> <li>understand philosophy, its range and scope.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> 1. Philosophy: definition, origin, nature, meaning and scope; philosophy and theology; philosophy and religion; philosophy and poetry; philosophy and science 2. Theories of knowledge, rationalism, empiricism, apriorism and intuitionism 3. Subjective idealism (Berkeley); phenomenalist idealism (Kant); absolute idealism (Fichte); transcendental idealism (Schelling); objective realism (Hegel) 4. Materialism, dialectic materialism (Marx) 5. Existentialism  <b>Section – B</b> 1. The philosophy of God: theism, deism,		
<ul style="list-style-type: none"> <li>illustrate philosophical terms and concepts,</li> <li>apply their learning of philosophical discourses in their understanding of literature.</li> </ul>			



	pantheism; transcendence and immanence of God; agnosticism; the problem of Evil 2. The philosophy of mind/soul 3. Axiology: the nature of value, pragmatic theory of value, philosophy of beauty, theories of beauty, aesthetic imagination 4. Ethics and morality		
<b>Eng 3210: Sessional on Shakespearean Drama</b>	<b>Credit Hour: 1.5</b>	<b>Year: Third</b>	<b>Term: Second</b>
<b>Rationale:</b> This course creates scopes to adapt and perform Shakespeare's plays.			
<b>Course objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>manipulate the elements of drama as they apply to Shakespeare,</li> <li>adapt, translate, create, develop plays, and perform from Shakespeare.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
After studying the course the students will be able to <ul style="list-style-type: none"> <li>create ideas and situations, expressing them imaginatively in dramatic forms,</li> <li>use theatrical elements and elements of production (sound, lights, costumes, etc.),</li> <li>explain the collaborative nature of drama and theatre and need for self-discipline,</li> <li>illustrate the dynamics of actor-audience relationship,</li> <li>demonstrate directorial and acting skills to communicate meaning through dramatic action, translate and adapt Shakespeare's plays and create performance texts.</li> </ul>		1. <i>Hamlet</i> 2. <i>The Tempest</i>	

<b>Eng 4101: Twentieth-Century English Fiction</b>	<b>Credit Hour: 04</b>	<b>Year: Fourth</b>	<b>Term: First</b>
<b>Rationale:</b> This course introduces modernist novels that experimented with forms and techniques, marking a breakaway from the nineteenth-century novels.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>learn the distinct features of the twentieth-century fiction,</li> <li>understand modernism,</li> <li>explore styles and techniques of the selected writers.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
After studying the course students will be able to <ul style="list-style-type: none"> <li>differentiate between styles of the twentieth century and the earlier periods,</li> <li>trace the influence of modernism in the selected works,</li> <li>identify cultural values,</li> <li>trace the nature and impact of racism and imperialism.</li> </ul>		<b>Section – A</b> 1. James Joyce: <i>A Portrait of the Artist As a Young Man</i> 2. Virginia Woolf: <i>Mrs. Dalloway</i>  <b>Section – B</b> 1. Joseph Conrad: <i>Heart of Darkness</i> 2. E. M. Forster: <i>A Passage to India</i>	

<b>Eng 4103: American Drama</b>	<b>Credit Hour: 03</b>	<b>Year: Fourth</b>	<b>Term: First</b>
<b>Rationale:</b> This course introduces American drama for an understanding of modern American life and culture.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>become familiar with American playwrights and their representative works,</li> <li>get acquainted with forms and techniques of American drama.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
After studying the course students will be able to <ul style="list-style-type: none"> <li>illustrate the forms and techniques used in American drama,</li> <li>explain the concept of "American Dream" in relation to the selected texts,</li> <li>analyze themes, characters and setting in relation to modern American life and culture.</li> </ul>		<b>Section – A</b> 1. Eugene O'Neill: <i>The Hairy Ape</i> 2. Arthur Miller: <i>Death of a Salesman</i>  <b>Section – B</b> 1. Tennessee Williams: <i>The Glass Menagerie</i> 2. Edward Albee: <i>The American Dream</i>	

<b>Eng 4105: Research Methodology</b>	<b>Credit Hour: 03</b>	<b>Year: Fourth</b>	<b>Term: First</b>
<b>Rationale:</b> This course introduces the major aspects of research and research methods, which will help students become researchers.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>acquire knowledge of research and its types,</li> <li>become familiar with the major aspects of research,</li> <li>understand sampling and survey,</li> <li>learn the major documentation styles.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
After studying the course the students will be able to <ul style="list-style-type: none"> <li>define different types of research,</li> <li>identify research problems and formulate research questions,</li> <li>select variables and determine their relationship to set hypothesis,</li> <li>collect, analyze and present data,</li> <li>draw inferences,</li> <li>demonstrate research ethics</li> <li>design sampling,</li> <li>write research proposals,</li> <li>present research reports,</li> <li>produce articles.</li> </ul>		<b>Section – A</b> 1. Research: definition and types: descriptive, explanatory, exploratory; relationship between theory and research 2. Steps in research: identification and formulation of research problem; choice of variables; hypothesis and research questions; choice of research methods; designing research instruments; data collection, analysis, and presentation; research ethics 3. Methods and techniques in research: content analysis, case study, experiment, questionnaire survey, interview, observation, FGD (Focused Group Discussion), PRA (Participatory Research Appraisal)	



	<b>Section – B</b> 1. Sample designing: definition and importance of sampling; types of sampling: convenient, random, systematic, stratified, cluster and multi-stage cluster sampling 2. Research proposal: definition and functions; elements of a research proposal; typical format of a proposal 3. Research paper writing: documentation: MLA or APA style; elements and structure of a research report; article writing
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<b>Eng 4107: Contemporary Literatures from the Former Colonies</b>	<b>Credit Hour: 03</b>	<b>Year: Fourth</b>	<b>Term: First</b>
<b>Rationale:</b> This course introduces English writings of former English colonies for it will provide an insight into the experiences of non-native authors negotiating with English in their own context.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>examine the relationship between the colonized and the colonizer,</li> <li>observe causes and effects of colonialism,</li> <li>understand a wide variety of Englishes.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
After studying the course students will be able to <ul style="list-style-type: none"> <li>identify the issues of conflict,</li> <li>locate the rich variety in the other Englishes,</li> <li>explain the colonial influence on native people,</li> <li>distinguish between Asian and African anticolonial attitudes.</li> </ul>		<b>Section – A</b> 1. Anita Desai: <i>Clear Light of Day</i> 2. A. K. Ramanujan: "Love Poem for a Wife: 2" 3. Kaifi Azmi: "Humiliation" 4. Nabaneeta Dev Sen: "The Yellow River" 5. R. Parthasarathy: "Speaking of Places" 6. Kaiser Haq: "Bangladesh '71", "Civil Service Romance" 7. Jhumpa Lahiri: "When Mr. Pirjada Came to Dine"  <b>Section – B</b> 1. Chinua Achebe: <i>Things Fall Apart</i> 2. Wole Soyinka: <i>The Lion and the Jewel</i> 3. Nadine Gordimer: "Where Shall We Go from Here"	

<b>Eng 4110: Sessional on American Drama</b>	<b>Credit Hour: 1.5</b>	<b>Year: Fourth</b>	<b>Term: First</b>
<b>Rationale:</b> This course complements the theoretical knowledge of American drama through performance to test its merit.			
<b>Course objectives:</b> The course is designed to <ul style="list-style-type: none"> <li>analyze the performance tradition in American theatre,</li> <li>study the themes and issues of American drama with regard to the texts,</li> <li>manipulate the elements of drama as they apply to the selected playwrights,</li> <li>adapt, translate, create, develop plays, and perform selected authors.</li> </ul>			

<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>
After studying the course students will be able to <ul style="list-style-type: none"> <li>use theatrical elements and elements of production (sound, lights, costumes, etc.),</li> <li>explain the collaborative nature of drama and theatre and need for self-discipline,</li> <li>illustrate the dynamics of actor-audience relationship,</li> <li>demonstrate directorial and acting skills to communicate meaning through dramatic action,</li> <li>translate and adapt American dramas and create performance texts.</li> </ul>	1. <i>The Death of a Salesman</i> 2. <i>The American Dream</i>

<b>Eng 4112: Sessional on English for Employability</b>	<b>Credit Hour: 1.5</b>	<b>Year: Fourth</b>	<b>Term: First</b>
<b>Rationale:</b> The activity-based approach of the course is designed to raise students' awareness about employer expectations and the working environment.			
<b>Course objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>prepare for the job market,</li> <li>analyze the work environment,</li> <li>enhance communicative skills in English,</li> <li>foster the art of workplace negotiation.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
After studying the course students will be able to <ul style="list-style-type: none"> <li>respond to the employer expectations,</li> <li>act according to the workplace dynamics,</li> <li>demonstrate the self-discipline needed in the process of collaboration in workplaces,</li> <li>communicate effectively in English,</li> <li>write memos, memorandum, CV, cover letters, etc.</li> </ul>		1. Workplace communication with employers and colleagues 2. Workplace negotiation 3. Improving presentation skills 4. Writing business correspondences, etc.	

<b>Eng 4114: Project</b>	<b>Credit Hour: 03</b>	<b>Year: Fourth</b>	<b>Term: First</b>
<b>Rationale:</b> The course enables students to carry out research in language and literature.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>learn research methodology,</li> <li>have an orientation of research ethics,</li> <li>apply research methods,</li> </ul>			



<ul style="list-style-type: none"> <li>present research findings.</li> </ul>	
Intended Learning Outcomes (ILOs)	Course Content
After attending the course students will be able to	Project titles approved by the Discipline
<ul style="list-style-type: none"> <li>frame problem statement,</li> <li>set and test hypothesis,</li> <li>apply research methods,</li> <li>review literature,</li> <li>implement research within the stipulated time,</li> <li>present research findings,</li> <li>defend a research work.</li> </ul>	

Eng 4201: Twentieth-Century English Poetry and Drama	Credit Hour: 04	Year: Fourth	Term: Second
<b>Rationale:</b> The course offers students an opportunity to know the themes and styles of the twentieth-century major English poets and playwrights.			
<b>Course objectives:</b> The course is designed to help students learn about sociopolitical as well as historical backgrounds of the twentieth-century England,			
<ul style="list-style-type: none"> <li>trace the influences of different literary movements on the writers, know and interpret twentieth-century English poetry and drama.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course the students will be able to	<b>Section A</b> <ol style="list-style-type: none"> <li>W. B. Yeats: "The Second Coming", "Sailing to Byzantium", "Byzantium", "A Prayer for My Daughter", "Easter 1916"</li> <li>T. S. Eliot: "The Love Song of J. Alfred Prufrock", <i>The Waste Land</i></li> <li>W. H. Auden: "Muse des Beaux Arts", "In Memory of W. B. Yeats"</li> <li>Ted Hughes: "The Seven Sorrows", "River", "Pike"</li> </ol> <b>Section B</b> <ol style="list-style-type: none"> <li>George Bernard Shaw: <i>Saint Joan</i></li> <li>Samuel Beckett: <i>Waiting for Godot</i></li> <li>Harold Pinter: <i>The Dumb Waiter</i></li> </ol>		
<ul style="list-style-type: none"> <li>trace the aesthetic movements,</li> <li>explain the impact of the wars and development in science and psychology,</li> <li>illustrate the themes and styles.</li> </ul>			

Eng 4203: English Language Teaching	Credit Hour: 03	Year: Fourth	Term: Second
<b>Rationale:</b> The course introduces to students the principles of language teaching through an analysis of teaching practice.			
<b>Course Objectives:</b> This course is designed to help students			
<ul style="list-style-type: none"> <li>understand different language teaching approaches, methods and techniques,</li> <li>know about the teaching-learning components.</li> </ul>			

Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> <ol style="list-style-type: none"> <li>Approach, method and technique; methods in ELT: Grammar-Translation method, Direct method, Audio-Lingual method, Communicative Language Teaching and TBL (Touch-Based Language Teaching), post-method pedagogy, critical pedagogy, ELT in Bangladesh</li> <li>Materials: forms, features and functions of materials; principles of material production</li> </ol> <b>Section – B</b> <ol style="list-style-type: none"> <li>Syllabus and curriculum: features and functions; needs analysis; approaches to language syllabus designing: grammatical, structural, situational, notional-functional and communicative practice teaching; designing lesson plans; class observation;</li> <li>Feedback; mode of teaching: teacher talk, pair work, group work, etc.; classroom management</li> <li>Testing: necessities, qualities, and types and techniques of tests</li> </ol>		
<ul style="list-style-type: none"> <li>identify and apply language teaching methods,</li> <li>develop teaching materials,</li> <li>differentiate between language syllabuses,</li> <li>design lesson plan and select modes of teaching,</li> <li>teach vocabulary, grammar and four basic skills,</li> <li>test students' performance.</li> </ul>			

Eng 4205: American Fiction	Credit Hour:: 03	Year: Fourth	Term: Second
<b>Rationale:</b> This course familiarizes the students with American fiction, a prominent genre.			
<b>Course Objectives:</b> The course is designed to help students			
<ul style="list-style-type: none"> <li>know the sociopolitical background of American novels,</li> <li>identify the themes and styles.</li> </ul>			
Intended Learning Outcomes (ILOs)	Course Content		
After studying the course students will be able to	<b>Section – A</b> <ol style="list-style-type: none"> <li>Herman Melville: <i>Moby-Dick</i></li> <li>Ernest Hemingway: <i>The Old Man and the Sea</i></li> </ol> <b>Section – B</b> <ol style="list-style-type: none"> <li>Saul Bellow: <i>Seize the Day</i></li> <li>Toni Morrison: <i>Beloved</i></li> </ol>		
<ul style="list-style-type: none"> <li>trace themes and issues,</li> <li>explain how race, color, class, sex, etc., operate in the pieces.</li> </ul>			



<b>Course: Eng 4207: Translation Studies</b>	<b>Credit Hour: 03</b>	<b>Year: Fourth</b>	<b>Term: Second</b>
<b>Rationale:</b> This course introduces the issues and theories of translation and their practicality in the task of translation.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• learn the technical features and theoretical aspects of translating,</li> <li>• differentiate between the primary and secondary positions of translation,</li> <li>• observe the historical changes in literary translations,</li> <li>• develop translation skills.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to	<b>Section – A</b> 1. Walter Benjamin: "The Task of the Translator" 2. Roman Jakobson: "On Linguistic Aspects of Translation" 3. G. C. Spivak: "The Politics of Translation" 4. Lawrence Venuti: "Invisibility" <b>Section – B</b> 1. Rabindranath Tagore: <i>Gitanjali</i> (selections) 2. Syed Waliullah: <i>Tree without Roots</i> (tr. of Lal Salu) 3. Shamsur Rahman: <i>Robert Frost</i> (selections from Shamsur Rahman's Translation) 4. Fakrul Alam(trans.): <i>Jibanananda Das</i> (selections)		
<ul style="list-style-type: none"> <li>• illustrate the uniqueness retained in both source text and target text,</li> <li>• analyze the underlying operations of translating: personal, spatial, cultural, political and target-oriented interventions in translation,</li> <li>• explain how transcreation distances from the source text while remaining faithful to it.</li> </ul>			

<b>Eng 4209: Continental Literature</b>	<b>Credit Hour: 03</b>	<b>Year: Fourth</b>	<b>Term: Second</b>
<b>Rationale:</b> This course introduces major continental literatures, which have decisively impacted modern literature.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• get introduced to the wide variety of forms and techniques used in continental literature,</li> <li>• observe the varieties of cultural and thematic aspects treated in continental literature,</li> <li>• distinguish distinctive features of writers within the continent.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to	<b>Section – A</b> 1. Charles Baudelaire: "To the Reader", "Beacons", "Don Juan in Hell", "A Carcass", "Spleen LXXVIII" 2. Henrik Ibsen: <i>A Doll's House</i> 3. Anton Chekhov: <i>The Marriage Proposal</i> <b>Section – B</b> 1. Bertolt Brecht: <i>Mother Courage and Her Children</i> 2. Franz Kafka: "The Hunger Artist" 3. Albert Camus: <i>The Outsider</i>		
<ul style="list-style-type: none"> <li>• identify forms and techniques of the selected texts,</li> <li>• illustrate the sociopolitical, ethical and moral issues,</li> <li>• explain the limits of art and life as binary oppositions,</li> <li>• analyze the philosophy of the absurd and assess how existential crisis works within individuals.</li> </ul>			

<b>Eng 4210: Sessional on English Language Teaching</b>	<b>Credit Hour: 01</b>	<b>Year: Fourth</b>	<b>Term: Second</b>
<b>Rationale:</b> This course provides practical knowledge of teaching the English language.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• apply theoretical knowledge in classroom teaching,</li> <li>• select appropriate teaching methods,</li> <li>• design materials and lesson plans,</li> <li>• learn classroom management.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to	Designing curriculum, syllabus, lesson plan and materials; practice teaching; testing <ul style="list-style-type: none"> <li>• design curriculum and syllabus,</li> <li>• use different teaching methods in classroom,</li> <li>• analyze students' needs for producing specific materials,</li> <li>• devise lesson plans for language courses,</li> <li>• administer tests and group works,</li> <li>• conduct effective classes in different institutions.</li> </ul>		
<b>Eng 4212: Sessional on Twentieth-Century English Poetry and Drama</b>	<b>Credit Hour: 01</b>	<b>Year: Fourth</b>	<b>Term: Second</b>
<b>Rationale:</b> This course enhances students' performance skills using twentieth century English poetry and drama.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• understand adaptation,</li> <li>• perform the texts,</li> <li>• excel in oral presentations.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
After studying the course students will be able to	T. S. Eliot: <i>The Waste Land</i> Samuel Beckett: <i>Waiting for Godot</i> <ul style="list-style-type: none"> <li>• adapt plays and poems,</li> <li>• analyze and present different aspects of the selected texts,</li> <li>• perform individually and in group.</li> </ul>		

#### 7. Teaching strategy:

Lecture, case method, discussion, active learning (apply what students are learning), cooperative learning (small groups work together for achieving a common goal), integrating technology, distance learning, ect.



## 8. Assessment strategy:

### Distribution of Marks:

Marks distribution for theory courses: In theory courses forty percent (40%) of marks shall be allotted for continuous assessment, i.e., quizzes, assignments, class tests, and class participation. The remaining marks will be allotted to term final examinations, which will be conducted centrally by the University. There will be two examiners for each theory course in the term final examination. The answer scripts shall be divided into two sections, namely, Section A and Section B, and each will be examined by one examiner only. The distribution of marks for theory courses will be as follows:

Class Attendance	10
Homework/Assignment/Term Paper/Class Test/Quiz	30
Term Final Examination (3 hours' duration)	60
<b>Total</b>	<b>100</b>

### Marks distribution for sessional courses:

The full marks (100%) of the sessional course will comprise the following:

- Class participation or attendance: It would carry 10% marks.
- Evaluation: The evaluation carrying 60% marks would be done through class test, assignment, assigned project, oral test, performance of the students, etc.
- Final assessment: The final assessment will be done by the viva voce board(s) headed by the Discipline Head or any other senior teacher of the Discipline not below the rank of Assistant Professor. However, the Chairman may appoint other teacher(s) as member(s) of the board if necessary. This part of the assessment will carry 30 marks.

The distribution of marks for sessional courses will be as follows:

Class Participation/Contact with the Teacher	10
Internal Evaluation/Observation/Seminar	60
Final Evaluation/Quizzes/Viva Voce	30
<b>Total</b>	<b>100</b>

### Continuous Assessment:

- The total marks (40%) of CA will be constituted of class participation or attendance: 10% and class tests, quizzes, assignments, term papers etc.: 30%.
- The Class tests, Quizzes, Assignments, Term papers etc, carrying 30% will be arranged according to the following table:

No. of credit of the course	Total No. of Assessments required	No. of best assessments to be considered for grading
2	2	2
3	3	2
4	4	3

At least one class test will be given from each section. But if there is only one class test in one section, that single test will be counted as the section best.

(iii) Duration of the class test will be 20-45 minutes and it will preferably be taken during class hour. (iv) Each of the continuous assessment will finally carry equal marks of weightage. Answer script of the assessment may be shown to the student, but it would not be returned to them. The concerned teacher would submit the evaluated answer scripts and attendance register to the head of the discipline.

(v) If a student repeats a course for which s/he obtained F Grade (in any previous term): s/he may be allowed to repeat the continuous assessment (i.e., class test/quiz/ assignment/ term paper) to improve the grade. However, the marks of class participation will be taken from the previous record. If a student wants to retain her/his marks of the second part of CA, s/he has to apply to the Head through concerned course teacher within 4 weeks from the beginning of the term.

### Thesis evaluation:

The distribution of marks for a given Thesis/ Project Paper will be as follows:

Description	Marks
Evaluation	60
Viva Voce	30
Contact/Discussion/Communication with the Supervisor	10
<b>Total</b>	<b>100</b>

There will be two examiners (one is Supervisor) to examine the Project Paper/Thesis. Each examiner will evaluate the Paper separately and the average marks will be considered for grading. However, if the marks given by the first and second Examiners vary 20% or more, a Third Examiner to be appointed by the concerned Examination Committee from the outside of the University will evaluate the Project Paper/Thesis. Among these numbers, average of the closest two numbers will be considered for grading. However, if the marks given by the third Examiner happen to stand at the middle of the marks given by the first two Examiners, the average of the three marks will be considered for grading.

Basis for awarding marks for class attendance will be as follows:

Attendance	Marks
90% and above	10
85% to less than 90%	9
80% to less than 85%	8
75% to less than 80%	7
70% to less than 75%	6
65% to less than 70%	5
60% to less than 65%	4
Less than 60%	0

### Grading system and grading scale:

Letter grades and corresponding grade points will be awarded in accordance with provisions shown below –

Numerical Grade	Letter Grade	Grade Point
80% or above	A+ (A plus)	4.00
75% to less than 80%	A (A regular)	3.75
70% to less than 75%	A- (A minus)	3.50
65% to less than 70%	B+ (B plus)	3.25
60% to less than 65%	B (B regular)	3.00
55% to less than 60%	B- (B minus)	2.75
50% to less than 55%	C+ (C plus)	2.50



45% to less than 50%	C (C regular)	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00
Incomplete	I	
Withdrawn	W	
Continuation (For Sessional Courses)	X	

#### Assessment tools:

##### Theory courses:

Class participation (attendance)

Continuous assessment (quiz, spot test, open book exam, presentation, assignments, written exams...)

Term final examination (written test)

##### Sessional courses:

Class participation (attendance)

Sessional assessment (field work, lab work, case study, performance, spot test, open book exam, presentation, assignments, written exams ...)

Viva-voce (oral)

##### Thesis/project:

Participation (Contact/Discussion/Communication with the supervisor)

Evaluation (report, project paper, monograph ...)

Viva-voce (oral)

## KHULNA UNIVERSITY ORDINANCE OF THE UNDERGRADUATE PROGRAM Bachelor of Arts (Honors) Degree Programme

### 1. Organizational Framework of the BA (Hon's) Degree Programme

The undergraduate curriculum of Arts and Humanities School of Khulna University is based on course credit system. It functions within the broad framework of the 'Ordinance of the Undergraduate Program' of Khulna University. The curriculum is a blend of core courses, relevant basic and supporting courses, and applied or sessional courses. Due importance has also been given to courses having relevance to local, regional and global issues in the fields of Arts and Humanities.

The first two terms of the programme shall consist of relevant basic courses to help students develop skills in the relevant branches of the subject including basic computer course (Word Processing) and the English language development course.

### 2. Structure of an Academic Program

Students will be admitted in Undergraduate Program in the following Disciplines:

School	Discipline	Undergraduate Degree
Arts and Humanities	English	BA (Hon's) in English
	Bangla Language and Literature	BA (Hon's) in Bangla Language and Literature
	History and Civilization	BA (Hon's) in History and Civilization

### 3. Number and Duration of Terms

There will be two terms (Term-I and Term-II) in an academic year. Each term will be utilized as follows:

Classes	13 Weeks
Preparatory leave before term final examination	02 Weeks
Term final examination	04 Weeks
Term break	02 weeks
Total	21 Weeks

### 4. Course Pattern and Structure

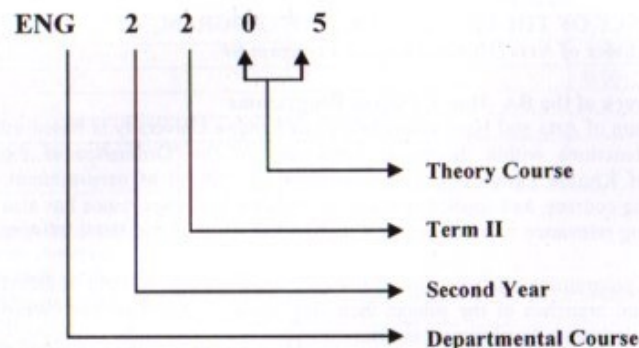
The undergraduate program will consist of a set of theoretical and sessional (laboratory/field work/thesis/project/internship, etc.) courses.

#### 4.1 Course Designation and Numbering System

Each course offered by any discipline is designed by a three-letter word. For example, if the discipline is English, then it will be 'Eng', and if the discipline is Bangla Language and Literature, then it will be 'বাংলা'. A four-digit number based on the following criteria is as follows:

- The first digit corresponds to the year in which students normally take the course.
- The second digit represents the term in which students normally take the course.
- The third digit is reserved for the Discipline use.
- The fourth digit represents serial number of the course with odd and even number denoting theory and seminar/viva voce course respectively.





#### 4.2 Assignment of Credit Hours

##### (a) Theoretical Courses:

One lecture for 50 minutes a week will be equivalent to one credit hour

##### (b) Sessional Courses:

One sessional class for 50 minutes a week will be equivalent to half the credit hour.

#### 5. Types of Courses

The courses included in the undergraduate curricula are divided into two groups, which are as follows:

##### 5.1 Core Courses

A number of courses will be identified as core courses. Registration for the courses will be mandatory for awarding a degree.

##### 5.2 Optional Courses

Apart from the core courses, students will have to complete a number of courses, which will be offered as optional courses.

#### 6. Course Offering and Instructions

The courses offered in a particular term will be announced and published in the course curriculum along with a tentative term schedule before the end of the previous term. Whether a course is to be offered in any term will be decided by the Discipline.

Usually two teachers will conduct a course and one of them will act as course teacher and be responsible for maintaining the expected standard of the course and for assessment of the student's performance.

##### 6.1 Coordinating Courses

The Head will nominate a teacher as Course Coordinator for each term in a year. S/he will assume full responsibility for coordinating the work of other teachers of the Discipline involved in that course. The course teacher will be responsible for maintaining all records, excepting final examination of each student enrolled in the course.

#### 7. Updating Curriculum and Syllabus

Consistent with its resilient policy to keep pace with new developments in the field of knowledge, the Arts and Humanities School will update its curricula at frequent intervals (at

least once in every three years). Such updating aims at including the expanding frontiers of knowledge in various fields of arts and humanities.

#### 8. Admission of the Students

The Registrar's office will serve as the admission office and will deal with course registration in addition to students' admission on the recommendation of the Academic Council and approval of the Syndicate of Khulna University. For the first-year students, Discipline-wise enrollment/admission is mandatory.

An admitted student can register for the courses s/he intends to take during a given term only on the basis of the advice and consent of her/his Discipline Head or concerned teacher.

First year first term students **must register** for the courses within the deadline of course registration decided by the concerned school, otherwise her/his admission will stand cancelled. **No admission** will be allowed after fifteen working days from the beginning of the classes.

#### 9. Registration Procedure

Each student will fill up her/his course registration form in consultation with the Course Coordinator under the guidance of the Discipline Head. The original copy of the course registration form will have to be submitted to the Registrar's office, which will be responsible for its distribution to relevant authorities (disciplines and Controller of Examinations, etc.). The course registration will be completed within five working days at the beginning of each term. However, late registration will be permitted up to next five working days on payment of a late registration fee decided by the authority from time to time. Students having outstanding dues to the University or the hall of residence shall not be permitted to register.

##### 9.1 Limits on the Credit Hours to Be Taken in a Term

A student must register for at least 15 credit hours and may be allowed to register for up to a maximum of 25 credit hours if recommended by her/his Discipline Head. **If any student fails to register, in any way, for minimum credit hours (15 credit hours), her/his studentship at the University will stand cancelled.** The minimum limit may be relaxed beyond the regular eight terms for the students having fewer than 15 credit hours required to obtain her/his graduation.

##### 9.2 Course Adjustment Procedure

A student will have some limited options to add or drop courses from her/his registration within fifteen working days from the beginning of classes. This can be done with the consent of the concerned Course Coordinator and with the approval of the Discipline Head. Adjustment of initially registered courses in any term can be done by duly completing the course adjustment form. The Registrar's office will do the needful.

##### 9.3 Withdrawal from the Term

If any student is unable to complete the term final examination due to serious illness or serious accident, s/he may apply to the Head of the Discipline for total withdrawal from the term within eight working days after the end of the term final examination. However, s/he may choose not to withdraw any sessional course if the grade obtained in such a course is C or better. A medical certificate from the Chief Medical Officer of the University must support the application and inform the Registrar. If a student is allowed to withdraw from a term, s/he will have to register from the term s/he has withdrawn. However, s/he may be allowed to register for backlog courses, if offered.



#### 9.4 Registration for the Second and Subsequent Terms

- a) Students, who pass all the courses prescribed for the term and have no backlog of course, will be eligible to register for all courses prescribed for the next term. Other students have to register for the backlog courses plus the courses prescribed for the next term, subject to the limits set in Article 9.1.
- b) When a student is going to register for her/his courses in third year first term her/his earned credit hour up to second year second term must be at least 36. **Otherwise her/his studentship at the university will stand cancelled.**
- c) **SPECIAL TERM**  
A special term will be conducted for the final year students only with backlog of up to three courses, but it will not exceed 15 credits. This will be non-taught term to clear backlog courses, if any. The examination of special term will start 4 (Four) weeks after publication of fourth year second term results and will continue not more than 2 (two) weeks. The continuous assessment marks (40%) will be carried over from previously registered theory course(s) and special term final examination will carry the remaining 60% marks (Ref. Article 11.2). In final year term, project supervisor(s) or core and/or sessional supervisor(s)/course teacher(s) in consultation with the Head may allow student(s) to resubmit the project or core and/or sessional within the special term schedule. However, it must be within the allowed limits of the special term credits.

#### 10. Absence during a Term

A student should not be absent from class tests or assignments during the term. Such absence will naturally lead to reduction in points or marks, which will be counted towards the final grades.

#### Absence in Term Final Examination Resulting in F Grades

A student, who has been absent for a short period up to maximum of three weeks due to illness, should approach the course teacher(s) or Course Coordinator for a make-up of class tests or assignments, etc. Such request may be supported by medical certificate from the Chief Medical Officer of the University. The medical certificate issued by a registered medical practitioner (with the registration number shown explicitly on the certificate) and endorsed by the Chief Medical Officer of the University will also be applicable only in those cases where the student has valid reasons for her/his absence from the University.

#### 11. The Grading System

The overall performance of a student in a given theory course is based on a schedule of continuous assessment made through quiz tests/class tests, class attendance, seminar, homework, assignments, term papers, and term final examinations. The assessment in sessional courses will be through observation/evaluation of the student's assignments, participation in the class, viva voce, etc. A letter grade with a specific number of grade points will be awarded to each course. The number of credits that s/he has completed satisfactorily will measure a student's performance. The weighted average of the grade point is required to be maintained for satisfactory progress. A student is also needed to have a minimum number of earned credits to qualify for degree as prescribed later.

#### 11.1 Grading Scale

Letter grades and corresponding grade points will be awarded in accordance with provisions shown below:

Numerical Grade	Letter Grade	Grade Point
80% or above	A+ (A plus)	4.00
75% to less than 80%	A (A regular)	3.75
70% to less than 75%	A- (A minus)	3.50
65% to less than 70%	B+ (B plus)	3.25
60% to less than 65%	B (B regular)	3.00
55% to less than 60%	B- (B minus)	2.75
50% to less than 55%	C+ (C plus)	2.50
45% to less than 50%	C (C regular)	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00
Incomplete	I	
Withdrawn	W	
Continuation (For Sessional Courses)	X	

#### 11.2 Distribution of Marks

In theory courses, forty percent (40%) of marks shall be allotted for continuous assessment, i.e., quizzes, assignments, class tests and class participation. The remaining marks will be allotted to term final examinations, which will be conducted centrally by the University. There will be two examiners for each theory course in the term final examination. The answer scripts shall be divided into two sections, namely Section A and Section B, and each will be examined by one examiner only. The distribution of marks for theory courses will be as follows:

Class Attendance	10
Homework/Assignment/Term Paper/Class Test/Quiz	30
Term Final Examination (3 hours' duration)	60
Total	100

The distribution of marks for sessional courses will be as follows:

Class Participation/Contact with Teacher	10
Internal Evaluation/Observation/Seminar	60
Final Evaluation/Quizzes/Viva Voce	30
Total	100

In a similar manner, the distribution of marks for a given Thesis/Project Paper will be as follows:

Description	Marks
Evaluation	60
Viva Voce	30
Contact/Discussion/Communication with the Supervisor	10
Total	100



There will be two examiners (one is supervisor) to examine the project paper/thesis. Each examiner will evaluate the paper separately, and the average marks will be considered for grading. However, if the marks given by the first and second examiners vary 20% or more, a third examiner to be appointed by the concerned examination committee from the outside of the University will evaluate the project paper/thesis. Among these numbers, and average of the closest two numbers will be considered for grading. However, if the marks given by the third examiner happen to stand at the middle of the marks given by the first two Examiners, the average of the three marks will be considered for grading.

**Basis for awarding marks for class attendance will be as follows:**

Attendance	Marks
90% and above	10
85% to less than 90%	9
80% to less than 85%	8
75% to less than 80%	7
70% to less than 75%	6
65% to less than 70%	5
60% to less than 65%	4
Less than 60%	0

## 12. Earned Credits

Only those courses in which a student obtains 'D' or a higher grade will be counted as credit earned by her/him. If a student obtains 'F' grade in any core course in any term s/he will have to repeat the course. In case of optional course s/he may choose to repeat the course or take a substitute course available.

### 12.1 Regular Grading

'F' grade will not be counted for grade point average (GPA), but will be shown on the grade sheet. A student will be allowed to repeat the course for the purpose of grade improvement only when s/he obtains 'F' grade. A student repeating the course will be awarded the immediate lower grade s/he obtains, and this grade will be shown and maintained on the transcript. But if s/he obtains D grade, that will be maintained and this grade will be shown in the transcript. If a student has to repeat a course due to punishment on her/his, the grade obtained will be maintained. If a student obtains a grade other than F in a course, s/he will not be allowed to repeat the course for the purpose of grade improvement.

**12.2 Repetition of Course(s):** If a student repeats a course for which s/he obtained F Grade (in any previous term), s/he may be allowed to repeat the continuous assessment (e.g., class test/quiz/assignment/term paper) to improve the grade, but s/he has to apply to the Head through the concerned course teacher within 20 working days from the beginning of the term. However, the marks of class attendance will be taken from the previous record.

## 13. Calculation of GPA

Grade point average (GPA) is the weighted average of the grade points obtained in all the courses passed/completed by a student. For example, if a student passes/completes five courses in a term having credits of C1, C2, C3, C4 and C5, and if her/his points in these courses are G1, G2, G3, G4 and G5 respectively, then her/his GPA is:

$$GPA = \frac{\sum C_i G_i}{\sum C_i}$$

A Numerical Example

For instance, a student, who has completed five courses in a term, obtains the following grades:

Course	Credit	Grade	Grade Points
Eng 1101	3	A+	4.00
Eng 1103	3	C+	3.00
Eng 1105	3	A	3.75
Eng 1107	2	B	3.25
Eng 1151	1	B+	3.50

Then her/his GPA for the term will be computed as follows:

$$GPA = \frac{3(4.0) + 3(3.0) + 3(3.75) + 2(3.25) + 1(3.5)}{3 + 3 + 3 + 2 + 1} = 3.52$$

## 14. Performance Evaluation

The performance of a student will be evaluated in terms of three indices, viz., Term Grade Point Average (TGPA), Yearly Grade Point Average (YGPA) and Cumulative Grade Point Average (CGPA). The TGPA is computed by dividing the total grade points earned in a term by the number of credit hours taken in a term. The YGPA is computed by dividing the total grade points earned in two terms in a year by the number of credits earned that year. The CGPA is computed by dividing the total grade points accumulated up to date by the total credits earned. For example, a student who has earned 2.75 grade points in earning 100 credits of courses would have a CGPA of 2.75.

## 15. Degree with Distinctions

A student will be awarded distinction if the CGPA is minimum 3.75.

## 16. Minimum Earned Credit and GPA Requirement for Obtaining Degree

Students must complete their 4-year BA (Honors) Program with a stipulation of maximum 7 academic years' duration starting from the year for which they have registered themselves with the University. At least 144 credit hours for four-year courses must be completed to be eligible for graduation, and this must include the specific core courses. The minimum CGPA requirement for obtaining the degree is 2.2. A student may take additional courses with the consent of the Head of the Discipline in order to raise GPA, but s/he will be allowed to take a maximum of 15 such additional credits in the four-year program, beyond respective credit hour requirements for the BA (Honors) Degree during her/his entire period of study.

## 17. Application for Graduation and Award of Degree

A student who has fulfilled all academic requirements for Bachelor's (Honors) Degree will have to apply to the Controller of Examination through her/his Discipline Head for graduation. Provisional degree will be awarded on completion of credits and GPA requirements. The Syndicate will give such provisional degrees on the recommendation of the Academic Council. Original certificates will normally be awarded through convocation or thereafter.

## Rules and Regulations of Examination (i)

The following procedures will be followed in conducting examinations of (01) theory course(s) and (02) sessional course(s).



**1. THEORY COURSE:** In any theory course the distribution of total marks (100%) will be as follows:

- (a) Continuous assessment – 40% and
  - (b) Written examination – 60%.
- (a) CONTINUOUS ASSESSMENT (CA):

- (i) The total marks (40%) of CA will comprise class participation or attendance – 10% and class tests, quizzes, assignments, term papers, etc. – 30%.
- (ii) The class tests, quizzes, assignments, term papers, etc. carrying 30% will be arranged according to the following table:

No. of credit of the course	Total No. of assessments required	No. of best assessments to be considered for grading
2	3	2
3	3	2
4	4	3

At least one class test will be given from each section. But if there is only one class test in one section, that single test will be counted as the section best.

(iii) Duration of the class test will be 20-45 minutes, and it will preferably be given during class hour.

(iv) Each of the continuous assessments will finally carry equal marks of weightage. Answer script of the assessment may be shown to the student, but it would not be returned to them. The concerned teacher would submit the evaluated answer scripts and attendance register to the Head of the Discipline.

(v) If a student repeats a course for which s/he obtained F Grade (in any previous term), s/he may be allowed to repeat the continuous assessment (e.g., class test/quiz/assignment/term paper) to improve the grade. However, the marks of class participation will be taken from the previous record. If a student wants to retain her/his marks of the second part of CA, s/he has to apply to the Head through concerned course teacher within 4 weeks from the beginning of the term.

## 2. ASSESSMENT OF SESSIONAL COURSE(S):

The full marks (100%) of the sessional course will comprise the following:

- (a) Class participation or attendance: It would carry 10% marks.
- (b) Evaluation: The evaluation carrying 60% marks would be done through class test, assignment, assigned project, oral test, performance of the students, etc.
- (c) Final assessment: The final assessment will be done by the viva voce board (s) headed by the Discipline Head or any other senior teacher of the Discipline, not below the rank of Assistant Professor. However, the Chairman may appoint other teacher(s) as member of the board if necessary. This part of the assessment will carry 30 marks.

## KHULNA UNIVERSITY ORDINANCE FOR UNDERGRADUATE EXAMINATION EFFECT FROM-2005-2006 YEARS

The following procedures will be followed in conducting examinations of (1) theory courses, (2) sessional courses and (3) publication of results.

**1. THEORY COURSE:** In any theory course the distribution of total marks (100%) will be as follows: (a) continuous assessment – 40% and (b) written examination 60%.

### (a) CONTINUOUS ASSESSMENT (CA):

- (i) The total marks (40%) of CA will be constituted of: class participation or attendance – 10 % and class tests, quizzes, assignments, term papers etc.: 30%.
- (ii) The class tests, quizzes, assignments, term-papers, etc., carrying 30% will be arranged according to the following table:

No. of credit of the course	Total no. of assessments required	No. of best assessments to be considered for grading
2	3	2
3	3	2
4	4	3

At least one class test will be given from each section. But if there is only one class test in one section, that single test will be counted as the section best.

(iii) Duration of a class test will be 20-45 minutes, and it will preferably be given during class hour.

(iv) Each of the continuous assessment will finally carry equal mark or weightage. Answer script of the assessment may be shown to the student, but it would be not returned to them. The concerned teacher would submit the evaluated answer scripts and attendance register to the head of the Discipline.

(v) If a student repeats a course for which s/he obtained F grade (in any previous term): s/he may be allowed to repeat the continuous assessment (i.e., class test/quiz/assignment/term paper) to improve the grade. However, the marks of class participation will be taken from the previous record. If a student wants to retain her/his marks of the second part of CA, s/he has to apply to the Head through the concerned course teacher within 4 weeks from the beginning of the term.

### (b) WRITTEN EXAMINATION:

An Examination Committee, henceforth mentioned as EC, will be formed for the conduction of all jobs relating to the written examination.

### 1. FORMATION OF EC:

On the recommendation of the Executive Committee of the School of Studies, the Academic Council will formulate an EC (Examination Committee) for each academic term for each Discipline following the procedure written hereunder:

- i) The Head of the Discipline, in general, would be the chairman of the EC.
- ii) There will be three internal members not below the rank of Assistant Professor from the concerned Discipline(s). In case, teachers of this rank are not available, then the Lecturer(s) may be nominated as member(s).



iii) One external member of relevant subject/field from outside of the concerned Discipline or outside the University, who will not below the rank and status of an Assistant Professor

## **2. DUTIES OF THE EC:**

i) The Executive Committee of the School of Studies will recommend the proposed panel(s) of examiners for each term received from the concerned Disciplines to the Academic Council for approval.

ii) The Controller of Examinations will appoint question-paper setters and answer script examiners as recommended by the EC. If any examiner is unable to prepare question-paper or evaluate answer script, in that case the EC will recommend another examiner from the panel to the Controller of Examinations.

iii) If a relative of a person (such as wife/husband, son/daughter, brother/sister, brother/ sister of wife/husband, first cousins of self or spouse and in-laws thereof) is an examinee, s/he should not be the chairman, examiner or member of the EC.

iv) The EC would organize and manage all the activities including moderation of questions, scrutinizing of answer scripts and appointment of Tabulators for completion of the examination process. The EC chairman will call a meeting of the committee to finalize the results; the committee will recommend the results, and the Chairman, EC will send the results to the Controller of Examinations for publication.

v) The EC of the final year second term will also work for the special term.

## **(c) SETTING QUESTION-PAPER, MODERATION, EVALUATING AND SCRUTINIZING ANSWER SCRIPT AND PRESENTATION OF MARKS SHEET:**

i) For a theory course of each term-final examination, two examiners will be appointed. Question-paper of each course will be divided into two sections: 'A' and 'B'. Every examiner will set questions for both sections and examine the answer script of one section as determined by the concerned EC.

ii) The question-paper setters will submit the sealed manuscripts of questions directly to the EC chairman or will seal and send both internal and external envelopes containing manuscripts of questions to the EC chairman through insured postal service. After receiving the question-papers, the EC chairman will make arrangements for moderation of question-papers.

iii) The EC chairman will appoint answer script scrutinizers and they will scrutinize answer scripts. Scrutinizers will inform the EC chairman if any answer is not evaluated or if any mistake is found in summation of marks. The EC chairman will arrange to evaluate the answer or correct the summation.

iv) The course teachers will submit marks of theory courses (marks of class participation and continuous assessment), class assessment and viva of sessional courses in sealed envelopes, two copies directly to the EC chairman and only one copy to the Controller of Examinations. These marks should be displayed on the notice board before the starting of the preparatory leave.

v) EC chairman will appoint two tabulators for each term of each year and will distribute mark-sheets for tabulation. If any tabulator is unable to complete tabulation for the term, the EC chairman will appoint new tabulator as replacement. Tabulation will be made in two formats; student-wise and course-wise. Two tabulators can work together to prepare tabulation sheets, but they will individually cross-check the correctness of tabulation before finalizing it.

vi) The question-paper setters, answer-script examiners, scrutinizers and tabulators will consider all the documents and information related to the examination as very confidential and shall keep them secured.

vii) In case the concerned person(s) makes any change or correction in the manuscript of question-paper, marks on the answer script or grades written in grade sheet, s/he must sign there. In case of marks, one should cross the wrong marks and write the correct one beside it and should avoid overwriting.

viii) Questions that inquire comment on religious belief or that hurt religious belief of the examinee should be avoided.

ix) The question-paper setters will not make drastic change in the standard form of questions from one to another session. Repetition of the same questions in consecutive sessions is also not desirable. No question should create any confusion in meaning or become unintelligible. Questions must be set in such a way that they encourage test of originality and uniqueness of the examinee.

x) The question-paper setters will be given regulatory advice about the required field of knowledge, syllabus and chapters of approved text book (if any) of the concerned course that are included for the examination.

xi) For each theory course, maximum 25% options can be given in the total number of questions. Questions must be set in such a way that one can gradually answer within the stipulated time.

xii) Form of the questions can be subjective, objective, problem solving, etc.

xiii) Following steps should be maintained by the question-paper setter:

(a) The question-paper setter shall write question-paper/manuscript in clean and legible handwriting. The name of any object or person and technical term must be written correctly.

(b) Any part or copy of the question paper cannot be kept with and all related rough papers must be destroyed by incineration.

(c) The question-paper setter shall put her/his signature in each page of the manuscript.

xiv) If any question-paper setter or answer script examiner is unable to accept her/his appointment before starting of the examination or during examination, s/he should notify that to the Controller of Examinations without delay. If any answer script examiner is unable to examine answer scripts within stipulated times, s/he should return the answer scripts to the Controller of Examinations without delay.

xv) On receiving the answer script packet, the examiner will compare the number of answer script(s) and other information against the preamble given inside the packet. If any discrepancy is found, that shall be notified in written to the Controller of Examinations within three days after receiving the answer scripts. Otherwise it will be taken as granted that everything mentioned in the preamble was found all right. If mistakenly script of other course or section is supplied, s/he will instantly return that to the Controller of Examinations.

xvi) The examiners will give marks to every answer within the script and will write the marks in particular table on top-sheet and add them. If any student answers more number of questions than asked for, then the examiner will scratch the last redundant answer.

xvii) Marks such as class assessment, any section of the term final examination, sessional assessment, sessional viva, etc., that will be submitted to EC chairman cannot be given in fraction. Rather those should be given in integer.

xviii) During evaluation of answer script, if the examiner finds reason to believe that unfair means was adopted by the examinee, s/he will instantly send confidential report to the EC chairman on the matter mentioning the basis.

xix) If the examinee or anybody on behalf of the examinee tries to influence the examiner in evaluating answer script, the examiner will instantly notify that to the EC chairman.

xx) The course teachers, question-paper setters, answer script examiners, question-paper moderators, answer-script scrutinizers, tabulators, relevant persons, etc., will send remuneration



bill to the Controller of Examinations through the EC chairman. Postal charge along with voucher/s of other relevant expenses should be included with this bill.

xxi) Within 3 to 6 months of publication of result in each academic session, the EC chairman will hand over answer scripts of all students in that session to the Controller of Examinations. S/he will preserve all answer scripts of each student till five more years after a student's final passing out from the university.

**(d) QUESTION PAPER PRINTING, PRESERVATION/STORAGE AND DISTRIBUTION:**

i) The EC chairman will make arrangements for printing all question papers concerning the examination. Two separate envelopes, one containing adequate number of question papers for using in examination hall and the other one containing 10 copies of question papers for the controller office must be packed, properly sealed and preserved by the EC chairman. The envelope containing questions for use in the examination hall must be earmarked with the name of the discipline, year, term, course code, course title, room number and the examination date. Likewise, envelopes containing question papers for controller must be earmarked with the sentence – "For controller office".

ii) The EC chairman or his representative will handover the sealed envelopes containing question papers to the chief invigilator at least 45 minutes ahead of the scheduled time of examination. The chief invigilator will open the main packet, handover the packet marked with "For controller office" to the controller and the remaining packet to the concerned invigilators of the examination hall.

**(e) PROCEDURES TO BE FOLLOWED FOR CONDUCTING EXAMINATION:**

i) A student will be allowed to take part in the term final examination if s/he fulfills the following conditions:

- a. The student has registered for the concerned course in due time.
- b. The student has paid all dues (registration/tuition fees/other charges) applicable with the university administration/residential hall administration/discipline administration.
- c. The student was not instructed by disciplinary action committee to refrain from taking part in the examination.

ii) A student who already has registered for a particular course, her/his student number/roll number will be treated as the roll number for examination hall of that course, and no separate roll number will be assigned later. Inside the examination hall each examinee must bear the university ID card.

iii) The Dean of the school in consultation with the Heads of Discipline will set up the term final examination schedule normally two weeks ahead of the first day of examination. The controller will officially announce the examination schedule. However, the Academic Council must be informed about the schedule of examinations.

iv) No examinee or her/his assignee/representative will have access to her/his answer script of any course once after the examination of that course is over. Under any circumstances no answer script will be shown to the examinee, nor will it be reexamined. However, re-scrutiny of any answer script may be possible/allowed if the student applies within 15 days after publication of the results. In such case, the EC chairman will make arrangement for the re-scrutiny of answer script in question.

**2. ASSESSMENT OF THE SESSIONAL COURSES:**

The full marks (100%) of the sessional course will comprise the following: (a) Class participation or Attendance: 10%, (b) Evaluation: 60% and (c) Final assessment/ Final year Jury: 30%.

(i) Class participation or Attendance: It would carry 10% marks.

(ii) Evaluation: The evaluation carrying 60% marks would be done through lab test, class test, quiz, assignment project, oral test, performance/behaviour of the students, etc.

(iii) Final assessment: a. The final assessment will be done by the Jury/Viva-Voce Board(s) headed by the Discipline Head or any other senior teacher of the Discipline not below the rank of Assistant Professor. The teachers of the sessional courses will be the members of the board. However, the Chairman may appoint other teacher(s) as member of the board if necessary. This part of the assessment will carry 30 marks.

b. For the thesis/dissertation/final project/other projects like thesis of the final year students, there will be a presentation and defense session before the board (Jury/other board). The chairman of the board normally will be the Discipline Head or any other senior teacher of the Discipline not below the rank of an Assistant Professor. All the supervisors of the project or thesis will be the members of the concerned board. The Chairman may appoint other teacher(s), not below the rank of Assistant Professor as member(s). The marks allotted for the presentation and defense session will be 30. Every member of the board will evaluate individually, and the final marks will be calculated by averaging all the marks given by the members.

(iv) There will be two Examiners (one is Supervisor) to examine the thesis. The marks allotted for the examiners will be 70. Each examiner will evaluate the thesis out of 70 marks and the average marks will be considered for grading.

**3. PUBLICATION OF RESULTS:**

The results of the term should be prepared by the EC chairman within 30 days and sent to the Controller of Examinations for publication. The EC chairman would send one copy of the tabulation sheets to the Controller of Examinations after the examinations through the Discipline Head. The Controller of Examination will arrange to publish the results following official procedure. Another copy of all tabulation sheets will be kept in the office of the respective Discipline.

**N.B. :** The decision No. 18 taken at the 144<sup>th</sup> meeting of the Academic Council dated 12/06/2014 is as follows:

A student can have his/her results re-examined by applying to the Controller of Examinations within a week from the date of publication of results. However, s/he has to pay a fee of Tk. 1000/- (one thousand taka) only per course for the re-examination. The Controller of Examinations will take necessary measures in consultation with the concerned committee.